

A COMPARISON OF BEHAVIORAL AND EMOTIONAL
CHARACTERISTICS OF EDUCATIONAL ALTERNATIVE PROGRAM
STUDENTS AND EMOTIONALLY HANDICAPPED
PROGRAM STUDENTS

By

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To Rosemary, Michelle, and Ryan

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A COMPARISON OF BEHAVIORAL AND EMOTIONAL
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Public Law 94-142 provides for educational services for seriously emotionally disturbed students but excludes socially maladjusted students. Florida developed separate educational programs for emotionally handicapped (EH) students and educational alternative program (EAP) students. The eligibility criteria for participation in these two programs show considerable overlap but, by definition, the two classifications are mutually exclusive. In this study, the behavioral and emotional characteristics of EH program students and EAP students were investigated to determine their distinguishing characteristics.

Data from the Jesness Inventory (JI), the Revised Behavior Problem Checklist (RBPC), and the Child

Behavior Checklist-Teacher Report Form (CBC-TRF) were collected from a randomly selected sample of 80 students from the emotionally handicapped program and the educational alternative program. Differences related to the age and sex of the students were also examined in a 2x2x2 factorial design with program placement, age, and sex forming three dichotomous independent variables.

The results indicate that the characteristics exhibited by the EH program students and the EAP students on the subscales which reflect externalizing, or acting-out, dimensions were similar. The EH program students demonstrated more internalizing problems such as anxiety, withdrawal, repression, denial, and immaturity, as well as more total problems than the EAP students. The EAP students were found to be more alienated than the EH program students. No differences were found which were attributable exclusively to age, but the males demonstrated more externalizing problems than the females.

It was concluded that efforts to differentiate EH program students from EAP students should focus on the degree to which the students display internalizing problems and the degree to which they are alienated from others. In view of the differences exhibited by these two groups of students, educational interventions should also differ. Affective instruction for EH program students should facilitate the internalization of self-

control. Interventions with the EAP students should focus on externally imposed consequences due to their greater degree of difficulty in establishing interpersonal relationships.

CHAPTER I

INTRODUCTION

The focus of the investigation was to determine differences and similarities between students in educational alternative programs and students in emotionally handicapped programs. The educational alternative program in Florida was established in 1978 by the legislature. In view of the relative recency of the development of the educational alternative program and the lack of research conducted with this group of students, it becomes necessary to determine if this group differed from emotionally handicapped students and to determine some of the distinguishing characteristics.

It was not until the latter part of the 19th century that children who were considered to have mental disorders were allowed to participate in public education programs. Prior to that time students with emotional and behavioral problems were excluded from (or excluded themselves from) public education while the more severely disturbed individuals were hospitalized or placed in "asylums" (Hallahan & Kauffman, 1978). It was within these hospitalized or institutionalized populations that classification systems for such students were developed (Paul, 1985; White,

1964). However, when public educational systems began to take responsibility for the educational treatment of students with emotional and behavioral problems, it was found that previously developed classification systems were not adequate for differentiating those students (Paul, 1985).

In an attempt to develop an educational definition of emotional disturbance, Bower (1960) selected students who were classified as emotionally disturbed by both their mental health workers and their respective school systems. Information about the students and their normal classmates was collected and analyzed. The characteristics which differentiated the emotionally handicapped students from their normal classmates formed the basis for Bower's (1969) definition. Subsequently, the federal government adopted Bower's definition, expanding it to form the definition of severely emotionally disturbed contained in Public Law 94-142, the Education for all Handicapped Children Act. Bower's definition verbatim was used in Public Law 94-142 but a section was added which specifically includes schizophrenic and autistic students and excludes socially maladjusted students from the category of severely emotionally disturbed children.

Many authors in the field of education, including Bower (1982), disagreed with the differentiation made in Public Law 94-142 between emotionally handicapped and socially maladjusted students. For example, Hallahan and Kauffman (1978) used the terms behavior disorder, conduct

disorder, emotionally handicapped, psychological disorder, and social maladjustment as synonyms to describe all students with emotional and behavior problems.

Other authors (e.g., Achenbach & Edelbrock, 1979) contended that emotional and behavioral problems of children could be classified into two broad band clusters which have been labeled as externalizing and internalizing. The externalizing students have the tendency to display aggressive or acting out behaviors while the internalizing students are more passive and withdrawn. As early as 1938 Baker and Stulken labeled these same two categories as conduct disorder and personality problems. The externalizing students are considered to display conduct problems and to be similar to socially maladjusted students, while the internalizing students are considered to display personality problems and to be similar to emotionally disturbed students.

In summary, there is disagreement among professionals about students with emotional and behavioral problems. However, Public Law 94-142 is written in such a way that a distinction has to be made between students who are emotionally disturbed and those who are socially maladjusted, and socially maladjusted students have to be excluded from special education programs unless they are also emotionally disturbed.

Some educational professionals believe that it is possible and necessary to differentiate socially malad-

justed from emotionally disturbed students. Other professionals contend that the distinction cannot and should not be made and have attempted to change the federal definition in Public Law 94-142 (Greenberg, 1984; Huntze, 1985). They have also moved to eliminate the need to exclude socially maladjusted students from special education programs.

Statement of the Problem

In addition to the program for emotionally handicapped students, the State of Florida developed a separate educational program for socially maladjusted students in 1977 (Florida State Board of Education, 1977). This program was designed to serve students who were disruptive or unsuccessful, or who were placed in a detention or delinquency facility. Placement in a detention or delinquency facility was sufficient to be classified as socially maladjusted. Students who had not been placed in such a facility had to exhibit disinterest or disruptiveness and be evaluated by a psychologist or psychiatrist before being classified as socially maladjusted.

The State of Florida continued to have separate emotionally handicapped and socially maladjusted categories until funding for the socially maladjusted program was withdrawn in 1978. The educational alternative program (Florida State Board of Education, 1978) was then instituted to deal with the same types of students who

had previously been placed in the socially maladjusted program. As with the socially maladjusted program, in order to be served in the educational alternative program, a student had to display disruptive behavior, disinterest, or be unsuccessful. Placement in a juvenile detention facility continued to be an automatic eligibility criterion as it was with the socially maladjusted program. However, the educational alternative students are not required to undergo a comprehensive psychological evaluation to determine their initial eligibility for the program. Eligibility is determined by a review of grades, group achievement test scores, referrals for suspension or other disciplinary action, and rate of absences.

Students who are classified as emotionally handicapped (Florida State Board of Education, 1983) require a series of prereferral interventions designed to correct the presenting problems, and parent conferences must be held to discuss the student's problems before the student undergoes a complete psychological and educational evaluation. Eligibility for participation in the emotionally handicapped program is determined by an eligibility staffing committee chaired by the exceptional student education supervisor of the local school district or the supervisor's representative after reviewing the results of the evaluation.

The definitions and criteria for eligibility for the two programs show considerable similarity. Yet, in

practice and by definition, the two categories are considered to be mutually exclusive. Students who are served in one of the programs are considered to be ineligible for participation in the other. This distinction was challenged in the United States District Court, Southern District of Florida in Case Number 81-6044 Civ-Nesbitt, Lavon vs. Turlington (J. Rockwell, personal communication, October, 1984). This suit contended that, in view of the similarities of the two programs and the similar types of behaviors exhibited by the students in them, the educational alternative program students are being denied a comprehensive evaluation to determine their most appropriate education in the least restrictive environment. The case was settled out of court when the school system's administration agreed to evaluate the educational alternative program students for possible placement in an exceptional student education program.

In summary, the educational alternative program is designed to serve students with academic, motivational, or behavioral problems and to serve a different population from that being served in the emotionally handicapped program. The educational alternative program is a relatively new program with little or no research having been done with this population of students. The emotionally handicapped program is designed to serve students with persistent and consistent emotional problems which are sufficient to interfere with their academic or

interpersonal development. In view of the similarity of the populations being served in the two programs and the similar behaviors exhibited by these students, there is a need to determine if the two populations are, in fact, different, and if so, to develop a procedure to differentiate them.

Purpose of the Study

The purpose of this study was to investigate behavioral and emotional characteristics among students who were being served in emotionally handicapped programs and those being served in educational alternative programs and to determine which, if any, of these characteristics varied with age and sex. In addition, data obtained using the Jesness Inventory (JI) (Jesness, 1972), the Revised Behavior Problem Checklist (RBPC) (Quay & Peterson, 1983), and the Child Behavior Checklist-Teacher Report Form (CBC-TRF) (Achenbach & Edelbrock, 1986) were examined to determine the usefulness of these instruments in differentiating these populations. The Asocial Index of the JI, the total problem score from the RBPC, and the total problem score from the CBC-TRF were compared to see if there were significant differences in the total number of reported problems on these instruments between these two groups. The subscale scores from these three instruments were also used to see which subscales or combinations of subscales differentiated these two groups.

Scope of the Study

The interpretation of the results of this study should be made in light of the following considerations. Ethical, professional, and legal concerns require that information about students who participate in handicapped programs remains confidential. Identification of or information about students who participate in these programs is not readily available (Cullinan, Epstein, Cole, & Dembinski, 1985). Personnel from the Marion County public school system agreed to make the information needed to conduct this study available, providing that confidentiality regarding the students was maintained. Therefore, the subjects used in this study were from the Marion County, Florida, public school system and came from the high school and middle school emotionally handicapped programs and Northwoods Central School which served educational alternative students from the middle and high schools. All of the students had been placed in either the educational alternative program or the emotionally handicapped program based on the state eligibility criteria as interpreted and implemented by the Marion County school system. The definition and eligibility criteria for both the emotionally handicapped program and the educational alternative program had been established by the Florida State Board of Education Administrative Rules. School districts in Florida may vary to some degree in the way they interpret and imple-

ment these two programs. In order to minimize any variability and assure compliance, the Florida State Department of Education reviewed each district's procedures for implementation and conducted periodic audits of these programs throughout the state (Florida State Board of Education, 1983). Therefore, the generalizability of the results of this study to other school districts depends on the degree to which their programs comply with the Florida State Board of Education rules.

In addition, this study was limited to students who attended middle school and high school. Generalizability to groups of students older or younger than those students participating in this study was not established.

Hypotheses

This study was designed to test the following hypotheses concerning the responses of the educational alternative program students and the emotionally handicapped program students on the Jesness Inventory and the teacher observations of those students as recorded on the Revised Behavior Problem Checklist and the Child Behavior Checklist-Teacher Report Form. Hypotheses concerning differences on the above measures which related to age and sex were also tested. The .05 level was used as the minimum for a significant difference.

Hypothesis 1: There will be no difference between the scores obtained by the educational alternative

program students and the emotionally handicapped program students on the Asocial Index of the Jesness Inventory as well as the subscales of the Jesness Inventory (Social Maladjustment, Value Orientation, Immaturity, Autism, Alienation, Manifest Aggression, Withdrawal, Social Anxiety, Repression, and Denial). Hypothesis 2: There will be no difference between the scores obtained by the educational alternative program students and the emotionally handicapped program students on the total problem score of the Revised Behavior Problem Checklist as well as the subscales of the Revised Behavior Problem Checklist (Conduct Disorder, Socialized Aggression, Attention Problems-Immaturity, Anxiety & Withdrawal, Psychotic Behavior, and Motor Excess).

Hypothesis 3: There will be no difference between the scores obtained by the educational alternative program students and the emotionally handicapped program students on the total problem score of the Child Behavior Checklist-Teacher Report Form as well as the subscales of the Child Behavior Checklist-Teacher Report Form (Internalizing and Externalizing).

Hypothesis 4: There will be no difference between the scores obtained by educational alternative program students and the emotionally handicapped program students based on the age and/or the sex of the

students and there will be no significant interactions, among program placement, age, and sex.

Definition of Terms

Abnormal behavior. Behavior which is detrimental to the individual and/or the group to which the individual belongs.

Acting-Out behavior. Overt behaviors which are reactions to stress, anxiety, hostility, or frustration.

Aggression. Behavior aimed at hurting or destroying people or property.

Antisocial personality. A tendency to behave in ways which indicate a lack of ethical or moral principles or development.

Anxiety. Generalized feelings of fear and apprehension.

Behavior disorder. Term used by professionals in the field of special education to refer to the broad range of behavioral and emotional difficulties displayed by children and adolescents. The term includes emotional disturbance, emotional handicap, conduct disorder, and delinquency.

Conduct disorder. A pattern of behavior in which the rights of others or age-appropriate societal norms are violated.

Delinquency. A form of maladjustment to the standards of adult social life which may involve behaviors such as illegal acts, antisocial behavior, truancy, or running away.

Depression. Emotional state characterized by dejection, feelings of worthlessness, hopelessness, and/or apprehension.

Juvenile delinquency. Legally prohibited behavior committed by minors.

Maladaptive behavior. Behavior which results in failure to meet environmental, social, or personal needs.

Neurosis. Nonpsychotic emotional disturbance characterized by exaggerated use of avoidance behavior and defense mechanisms against anxiety.

Personality. The unique pattern of traits which characterize an individual.

Personality disorders. A group of maladaptive behavioral traits usually developing in the developmental years and not characterized by neurotic or psychotic symptoms.

Psychopathic personality. Disorder characterized by a lack of moral development and an inability to show loyalty to other persons or groups.

Psychosis. Severe psychological disorder involving loss of contact with reality and gross personality distortion.

Social maladjustment. Social behaviors which inhibit meaningful normative growth and development and defy authority; behaviors indicating refusal to meet the minimum standards of conduct in school and relate society's expectations.

Sociopathic disorder. Lack of social responsibility and inability to conform to prevailing social norms even when such norms are adaptive.

Emotionally handicapped program students. Those students participating in Marion County, Florida, public school system's middle school and high school emotionally handicapped program classes.

Educational alternative program students. Those students attending Northwoods Central School, which housed Marion County, Florida, public school system's educational alternative program.

Federal, State, and Local Definitions

Emotionally handicapped (emotionally disturbed).

Public Law 94-142 defined seriously emotionally disturbed as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. (ii) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (Federal Register, 1981, p.3866)

Emotionally handicapped. The State of Florida defined Emotionally Handicapped as follows:

(1) An emotional handicap is defined as a condition resulting in persistent and consistent maladaptive behavior, which exists to a marked degree, which interferes with the student's learning process, and which may include but is not limited to any of the following characteristics:

- (a) An inability to achieve adequate academic progress which cannot be explained by intellectual, sensory, or health factors;
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (c) Inappropriate types of behavior or feelings under normal circumstances;
- (d) A general pervasive mood of unhappiness, or depression; or
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

(2) Criteria for eligibility: Students with disruptive behavior shall not be eligible unless they are also determined to be emotionally handicapped. A severe emotional disturbance is defined as an emotional handicap, the severity of which results in the need for a program for the full school week and extensive support services. (Florida State Board of Education, 1985, p. 320)

Emotionally handicapped. The Marion County School Board defined emotionally handicapped as follows:

One who after receiving supportive educational assistance and counseling services available to all students still exhibits a persistent and consistent severe behavioral disability which consequently disrupts the student's own learning process. This is the student whose inability to achieve adequate academic progress or satisfactory interpersonal relationships cannot be attributed primarily to physical, sensory, or intellectual deficits. For purposes of funding, emotionally handicapped students shall be classified as:

Emotionally Handicapped - one who meets

criteria as defined in Rule 6A-6.3016, FAC and is placed in a program as defined in Rule 6A-6.311(1)(a)-(d), FAC. Severely Emotionally Disturbed - one who meets all criteria as defined in Rule 6A-6.3016, FAC requiring a special program for the full school week and who requires extensive supportive services. (Marion County School Board, 1980, p. 67.)

Educational alternative program. There was no federally defined educational alternative program. The State of Florida defined educational alternative programs as follows:

- (1) Definition. Educational Alternative programs are programs designed to meet the needs of students who are disruptive, disinterested, or unsuccessful in a normal school environment. The educational alternative may occur either within the school system or in another agency authorized by the school board.
- (2) Criteria for eligibility. A student may be eligible for an educational alternative program if the student meets one (1) or more of the criteria prescribed below as determined by grades, achievement test scores, referral for suspension or other disciplinary action, and rate of absences.
 - (a) Disruptive. A student who:
 1. Displays persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide; or
 2. Displays consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
 3. Displays disruptive behavior which severely threatens the general welfare of the student or other members of the school population; or
 4. Has a juvenile justice record and is placed in any youth services residential or day program of the Department of Health and Rehabilitative Services.

(b) Unsuccessful or disinterested. A student who:

1. Demonstrates a lack of sufficient involvement in the traditional school program to achieve success because interests, needs, or talents are not being addressed; or
2. Shows unsatisfactory academic progress, and the effort to provide assistance is either rejected or ineffective.
3. Additional eligibility. In addition to those students meeting the criteria outlined in Rule 6A-1.994(2), FAC, a student who has been placed in a sheltered home under the protective custody of the Department of Health and Rehabilitative Services is eligible for assignment to an alternative program. (Florida State Board of Education, 1980, p. 56)

Educational alternative program. The Marion County School Board defined educational alternative programs as follows:

Educational Alternative Programs are designed to meet the needs of students who are disruptive, disinterested, or unsuccessful in a normal school environment.

Criteria for Eligibility

A student may be eligible for an educational alternative program consistent with School Board Policy 4.42(1) if the student is:

A. Disruptive

1. displays persistent behavior which interferes with his own or other's learning and requires attention beyond that which the traditional program can provide; or
2. displays consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school; or
3. displays disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

B. Disinterested

1. demonstrates a lack of sufficient involvement in the traditional school

- program to achieve success because interests, needs, or talents are not addressed.; or
- 2. shows unsatisfactory academic progress, and the effort to provide assistance is either rejected or is ineffective.
- C. Students adjudicated for placement in the detention center are automatically considered assigned to the Alternative Education Program.
- D. Students in the Emotionally Handicapped and/ or Mentally Retarded programs are not eligible for staffing into the Alternative Programs.
- E. Students under twelve (12) years of age are not eligible for staffing into the Alternative Programs. (Marion County School Board, 1983-84, p. 1.)

Overview of Remainder of Research Report

Chapter II is a review of the literature in which the development of special educational programs for students with emotional and behavioral programs is traced. The implications of definitions, classification systems, and legislation on the provision of educational programs for students with emotional and behavioral problems are also presented.

Chapter III is a description of the variables studied. The population is described and sampling procedures are listed. Descriptions of the instruments employed, research procedures, and the statistical analyses used are provided.

The results of the study are presented in Chapter IV along with an analysis of the data as they relate to the hypotheses. A summary of the research report along with the interpretations and implications of the results as

they relate to current theory and practice are presented in Chapter V. Generalizability and limitations of the study are also presented.

CHAPTER II

REVIEW OF THE LITERATURE

The focus of this investigation was an attempt to differentiate students who were assigned to educational alternative programs from those assigned to emotionally handicapped programs. It was designed to determine if the students in these two programs exhibited different emotional and behavioral characteristics and, if so, how these characteristics differed. The development of special educational programs for students with emotional and behavioral problems is reviewed in this chapter. The implications of definitions, classification systems, and legislation on the provision of educational programs for these students are also presented.

The Development of Special Education Programs

Tracing the history of the provision of educational and other services to children with emotional and behavioral problems is a difficult task (Kauffman & Hallahan, 1981). Part of the problem encountered is that these children have received a number of different labels in the past and their problems have been defined and classified differently, depending on such variables as the specific type of behavior being discussed and who is

discussing it (Walker, 1982). Hewett and Taylor (1980) also found that even the recent literature is inconsistent in labeling and defining children's behavioral and emotional problems. They report shifts in emphasis from social maladjustment to emotional factors to behavior disorders.

Prior to the 18th century, individuals who displayed emotional and behavioral problems were thought to be the victims of demonic possession and were treated with exorcism, torture, and/or death (Apter & Conoley, 1984; Schmid, 1981). The more fortunate were "relegated to an attic or to the role of village idiot" (Kirk, 1972, p.6). However, during the 1700s there began to emerge more humanitarian attempts to provide treatment to children and adults with emotional and behavioral problems. Phillip Pinel and his followers, such as Jean Marc Gaspard Itard, utilized what later became known as "moral treatment" to modify and improve the behavior of mental patients. Benjamin Rush also advocated a decreased use of physical punishment in dealing with problem children (Kauffman & Hallahan, 1981).

In the late 18th century special hospitals were established to deal with "mental patients," and the work of differentiations and classification began. Most of the early work was done on the more severe hospitalized population by physicians and took on a somatogenic approach which hypothesized that mental disturbances have

their genesis in somatic or bodily disturbance (Paul, 1985; White, 1964). Such an approach utilized total institutionalization and was limited to dealing with the more severely deviant population. Some of the less severely deviant children were provided with a type of protective custody in asylums, but it was not until the 19th century that efforts were made to provide educational services to "idiotic" and "insane" children (Hallahan & Kauffman, 1978):

Public schools did not begin to become involved with mentally retarded and emotionally disturbed until late in the nineteenth century. However, the rudiments of education for some of these children were provided primarily in state institutions for mentally retarded, emotionally disturbed, and socially maladjusted children or youth. (Hoffman, 1974, p. 5)

The first state-run educational facility for children considered socially maladjusted was founded in 1848 in Westborough, Massachusetts (Hoffman, 1974). The intent was to lodge socially maladjusted children with rural families so that they could learn vocational and academic skills. However, the results of this and other attempts primarily led to the development of large institutional detention centers.

Public education became involved with students with emotional and behavioral problems when compulsory attendance laws brought these students to the attention of the public school systems. Compulsory school attendance forced all children into schools, thereby bringing to the

attention of educators children who were considered troublesome and who had previously been eliminated from school at younger ages (Heck, 1940).

Compulsory attendance laws were originally designed to aid in the cultural assimilation of large immigrant populations which had settled in some of the major metropolitan and urban areas (Hoffman, 1975; Rhodes & Sagor, 1974). Perkinson (1968) reported that many states, such as New York and Maryland, had passed compulsory attendance laws which were only enforced in or specifically applied to the largest urban areas where immigrant populations had settled. At that time, the American society perceived the rapid influx of immigrants as a threat to social stability. Many of the immigrants were non-English speaking, brought with them their own cultures, and settled in homogeneous clusters within the cities. "Particularly among the old line cultural and social elite, including educators, it was felt that the immigrant masses must be americanized and brought into the cultural mainstream for the older society to survive" (Hoffman, 1975 p. 416). The schools were thus thought to be the most efficient way to speed up the socialization of the immigrant children.

It was shortly after the educational system was faced with the responsibility of socializing large numbers of children that they were also faced with the dilemma of dealing with problem students. Since all

children were eventually compelled to attend school, including those who were exhibiting behavioral problems, it became apparent that special provisions had to be made to accommodate those students. In 1899 the Harper Report (cited in Rhodes & Head, 1974) recommended the establishment of "parental schools" to deal with students who lacked self-discipline and were insubordinate. Harper also proposed that the schools be empowered to compel children to receive an education and learn moral principles.

Hoffman (1975) saw the development of the compulsory attendance laws which followed the large immigrant influx as directly responsible for the development of special educational programs. Among the first of these programs were classes for students considered to be socially maladjusted. The provision of classes for socially maladjusted, as well as other special education categories, began to grow during the 19th century and continued steadily (but slowly) into the first half of the 20th century. During this period there were no dramatic changes in the provisions for, or attitudes toward, students with emotional and behavioral problems. By 1956 only 15 states had "any legislative provisions for the education of the socially-emotionally handicapped" (Hoffman, 1974, p. 64). However, a dramatic change began during the 1950s and 1960s. Interest and/or parent groups began to form and to exert an influence on

state and federal legislation. Efforts were beginning to be made to increase funding for special education (Cruickshank & Johnson, 1958; Dunn, 1963; Kirk, 1962). It was at this time that teacher education programs designed specifically for emotionally disturbed and socially maladjusted students began to emerge (Bullock & Whelan, 1971; Hobbs, 1961; Rabinow, 1960; Schiffer, 1960). These training programs both resulted in and reflected the increased attention students with emotional and behavioral problems were beginning to receive.

In a survey of all 50 states, as well as the District of Columbia, Puerto Rico, Guam, and the Canal Zone, Scheuer (1966) found that 40 localities had special classes for emotionally disturbed and socially maladjusted students, and approximately half of these localities distinguished between socially maladjusted and emotionally disturbed students. Mackie (1969) subsequently reported that from 1948 to 1966 the number of public school districts offering special education programs for students who were emotionally disturbed and/or socially maladjusted increased from 90 to 875.

Definitions and Legislation

During the period of rapid growth of special education programs for students with emotional and behavioral problems, there was no widely accepted definition to guide service provision. Legislation in most states was of a permissive and inclusive nature (Schultz, Hirshoren,

Manton, & Henderson, 1971). However, while in most states educational programs for emotionally disturbed or socially maladjusted students were requested, permitted, or encouraged by state legislation, they were not mandated.

A consequence of the different states' approaches to education for socially maladjusted and emotionally handicapped students was varying levels of services and inconsistent prevalence estimates. For example, prevalence estimates ranged from 0.05% to 41% of school age children (Schultz, et al., 1971). The primary reason for the variability in prevalence estimates was the inconsistency in terminology and definition (Kauffman, 1981). The definitions which were available for emotional disturbance and social maladjustment were vague, providing little information for educational planning (Glavin & Quay, 1969; Paul, 1985).

Bower was one of the first in the field of education to attempt to develop an objective definition (Bower, 1959). In the 1950s Bower worked with the California Department of Education supervising and conducting research in the area of emotional and behavioral problems (Bower, 1960). In an attempt to develop an objective educational definition of emotional disturbance, Bower (1960) selected students who were classified both by their mental health practitioner and their respective school systems as emotionally disturbed. Information

about the students and their normal classmates was collected. The differentiating characteristics formed the basis for Bower's (1969) definition of emotional disturbance:

Emotionally handicapped children are those who exhibit one or more of the following characteristics to a marked extent and over a period of time:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal conditions;
4. A general pervasive mood of unhappiness or depression;
5. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

(pp. 22-23)

It should be noted that Bower did not discuss social maladjustment in his definition. However, many of Bower's contemporaries offered definitions of emotional disturbance along with separate definitions for social maladjustment. Rabinow (1960) identified emotionally disturbed children as those whose feelings about themselves and others differ from what would be expected from a given age group and whose behavior is an external expression of the inappropriateness of those feelings. He summarized that emotional disturbance is primarily due to either emotional arrest or regression. Social maladjustment, on the other hand, was identified by Rabinow (1960) as a "departure from the range of conformity norms

or developmental norms or social growth norms; deviance from the variety of socially approved and acceptable behavior" (p. 288). Pate (1963) also stated that "social maladjustment and emotional disturbance are not equivalent terms" (p. 261). He emphasized that social maladjustment is considered a sociological problem while emotional disturbance is considered a psychological problem. Socially maladjusted youths tend to engage in a chronic pattern of violence and show a disregard for authority. Emotionally disturbed youths experience personal problems which prevent them from adjusting, and the outward expression of their problems may range from aggression to withdrawal. Pate indicated that there may be overlap in the two categories in that youths who are socially maladjusted may also be emotionally disturbed.

Kirk (1972) also differentiated between social maladjustment and emotional disturbance. "The differentiation between social maladjustment and emotional disturbance is a difficult one because on the surface the behavior may look the same. It is the dynamics behind the behavior that is different" (p. 391).

The socially maladjusted generate problems in the school, are retarded in educational achievement, and are destructive, quarrelsome, and socially immature. They are generally characterized by a lack of anxiety, and they display anti-social behavior which interferes with the lives of others. (p. 391)

Kirk identified delinquents as a subgroup of the socially maladjusted whose behavior has brought them

into conflict with the legal system. The emotionally disturbed were described by Kirk to be "characterized by inner tension and anxiety, and they display neurotic and psychotic behavior" (p. 391). Graubard (1973) also made a distinction between socially maladjusted and emotionally disturbed children based on the dynamics behind the behavior. The primary distinction he made was based on the extent to which the particular behavior is common and understandable. Children who engage in disruptive behavior or theft due to deprived economic needs are more likely to be labeled socially maladjusted while those who engage in similar behavior with no apparent motivation are more likely to be labeled emotionally disturbed.

Other contemporaries of Bower treated the categories of emotional disturbance and social maladjustment as a single category (Ashcroft, 1963; Balow, 1966; Morse & Dyer, 1963). Stulken (1950) saw socially maladjusted and emotionally disturbed as distinct categories but argued that while socially maladjusted students were appropriate for special educational interventions, emotionally disturbed students were not.

Each of these authors offered definitions of emotional disturbance and/or social maladjustment. However, there was a lack of consensus among the professionals regarding specific definitions and operationalization of

the definitions. This lack of consensus was also reflected in the definitions used by the various states.

Public Law 94-142

In addition to a lack of consensus among the states regarding the definition of emotional disturbance and/or social maladjustment, there were inconsistencies in definitions and services among most of the other categories of special education. A report by Hobbs, Egerton, and Matheny (1975) on the classification of children with special problems revealed inconsistent practices and services in the various states. In light of their findings, Hobbs and his colleagues recommended to the United States Department of Health, Education, and Welfare that the agency contract with institutions and agencies to develop a comprehensive diagnostic and classification system for handicapped, disadvantaged, and delinquent youth. At the same time the Education for all Handicapped Children Act (Public Law 94-142) was enacted in 1975. This law mandated that all children, regardless of their handicaps, are entitled to a free and appropriate education in the least restrictive environment. It was designed to become effective in 1978 and required that states locate all handicapped children and provide them with appropriate services.

Public Law 94-142 defined the various exception-alities and expanded on Bower's (1969) definition to delineate the "seriously emotionally disturbed."

Seriously Emotionally Disturbed is defined as follows: (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems. (ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed. (Federal Register, 1977, p.42478)

(Note: The section which includes autistic children in the definition has subsequently been removed.)

Bower (1982) reviewed the definition of seriously emotionally disturbed contained in Public Law 94-142 and noted the changes that had been made in his 1969 definition. The word "seriously" was added to the term "emotionally disturbed." In addition, the clause "which adversely affects educational performance" was added making the opening statement somewhat redundant with the first characteristic (i.e., an inability to learn). The major addition to Bower's definition was the second section in the Public Law 94-142 definition, section ii. This section has the effect of assuring that autistic and schizophrenic children are included in this category and that children who are socially maladjusted

are excluded. It is ironic that the classification category prevalent during the last part of the 19th century and the beginning of the current century, which was believed by Hoffman (1974, 1975) to be instrumental in the development of public education for the handicapped, was excluded from the Education for all Handicapped Children Act.

Bower (1982) and others (e.g., Grosenick & Huntze, 1980; Yard, 1977) have disagreed with the changes made in his definition. They maintained that the addition of the term "seriously" to the definition has the effect of limiting services to those students with the most severe disturbances and ignoring the students with mild or moderate problems where intervention is more likely to prevent the problem from worsening. The qualifier "seriously" was used in the Public Law 94-142 definition of emotionally disturbed but was not used in the definitions of any of the other exceptionalities addressed by the law (Raiser & VanNagel, 1980).

Bower (1982) also disagreed with section ii which was added to his definition:

Section ii is, one would guess, a codicil to reassure traditional psychopathologists and budget personnel that schizophrenia and autism are indeed serious emotional disturbances on the one hand, and that just plain bad boys and girls, predelinquents, and sociopaths will not skyrocket the costs, on the other hand.
(p. 56)

Obviously Bower believed that socially maladjusted students should be included in special educational programs as mandated by Public Law 94-142.

Public Law 94-142 was designed to insure that all handicapped children, including those who are emotionally disturbed, receive a full and appropriate public education. This goal was to have been accomplished by implementing mandatory legislation to replace some of the individual states' permissive or enabling legislation which allowed serving handicapped children but did not specifically mandate it. In order to accomplish this goal, it was necessary to develop a single model to provide definitions of the various handicaps. Bower's (1969) definition, with some expansion, was chosen to provide the model definition for emotional disturbance.

From the federal model, the individual states developed their own definitions which were to be aligned with the definitions in Public Law 94-142. This legislation had a significant effect on educational services for emotionally handicapped students. Garrett and Brazil (1979) reported consistency in the categories of exceptionality among the 50 states with two states abandoning differential categories. Epstein, Cullinan, and Sabatino (1977) found that all states plus the District of Columbia had made educational provisions for students with emotional and behavioral problems by 1977.

Mack (1980) surveyed all 50 states and indicated that the eligibility criteria for participation in special education programs was determined by statutes and regulations developed within the individual states:

While each state's definition must identify the same group of children that the PL94-142 definition identifies in order for the state to qualify for federal money, there are a variety of definitions and terms used by the states in their policies. (p. 3)

Mack found that three states used the federal definition verbatim, including the clause which specifically excludes socially maladjusted students from the category of emotionally disturbed. However, two-thirds of the states did not mention socially maladjusted children. Thirteen states excluded the socially maladjusted while three states, including Florida, established separate definitions and educational programs for socially maladjusted students and emotionally disturbed students. These findings are in contrast to what was found by Scheuer in 1966 when approximately half of the states had separate categories for emotionally disturbed and socially maladjusted students.

Mack pointed out that there were "many gaps between state policy definitions and the PL94-142 definition" (1980 p. 13). Epstein, Cullinan, and Sabatino (1977) elaborated on the definitional problems. "The phrasing of state definitions was still typically general,

ambiguous, circular, inconsistent or contradictory from state to state" (p. 424).

Problems of Definition and Classification

Public Law 94-142 was passed to provide a model definition allowing for consistency of service provisions across the various states. However, there continues to be variability in the way states interpret and implement the provisions of Public Law 94-142. In addition to the differences found among the various states' definitions and practices, there is disagreement among professionals in the field of education for children with emotional and behavioral problems concerning what constitutes emotional disturbance and social maladjustment (Apter & Conoley, 1984; Noel & Haring, 1982; Paul, 1985; Wood & Lakin, 1979).

Kauffman (1980) believed that there is no clear, unambiguous definition of emotional disturbance but that disordered behavior is whatever professionals choose to make it. The lack of a clear definition is seen by many professionals as the primary problem in the field of special education for the emotionally disturbed (Long & McQueen, 1984; Noel & Haring, 1982).

Paul (1985) assessed the progress that has been made in the field of education for the emotionally disturbed indicating that as of 1985, professionals have yet to appropriately define the population under study. Hewett and Taylor (1980) also discussed the lack of

consensus among professionals regarding what constitutes emotional disturbance. They found the problem to be more pronounced when attempting to define milder disturbances than when identifying the more severe, psychotic disturbances. However, they noted that Public Law 94-142 is addressed to the category of seriously emotionally disturbed children and not to the children with milder disturbances or "behavior disorders."

Kauffman (1977) considered the terms emotionally disturbed and behavior disordered to be interchangeable. He identified these children as those who chronically and markedly respond to their environment in socially unacceptable and personally unsatisfying ways. He believed these groups can be taught more socially acceptable and personally gratifying behavior. Hallahan and Kauffman (1978) used the term emotionally disturbed to refer to behaviorally disturbed, psychologically disordered, emotionally handicapped, and socially maladjusted students, utilizing Kauffman's (1977) definition cited above to delineate this population. Grosenick and Huntze (1980) used the term behavior disorder to identify delinquent, schizophrenic, autistic, troublemaking, truant, aggressive, acting out, socially maladjusted, and withdrawn children. Fallen and McGovern (1978) used the term behavioral disability to refer to emotional disturbance, social maladjustment, mental illness, psychosis, childhood schizophrenia, autism, and juvenile delinquency.

Raiser and Van Nagel (1980) agreed with Graubard (1973) that the term behavior disorder includes both emotionally disturbed and socially maladjusted students. In the latter category they included students labeled as juvenile delinquents by the judicial system. Walker (1982) used the term behavior disorder to refer to "the full range of disorders, problems, and disturbances of child behavior commonly encountered in the school setting" (p. 12). Algozine (1982) noted that "the terms behavior disorder (BD) and emotional disturbance (ED) have come to be used interchangeably" (p. 43).

Other authors consider emotional disturbance and social maladjustment to be distinct categories which require differential educational programming (Kirk, 1972; Pate, 1963; Rabinow, 1960; Stulken, 1950). Baker and Stulken (1938) found that students' behavioral problems could be classified dichotomously as conduct disorder or personality disorder. Quay, Morse, and Cutler (1966) found that students could be classified as displaying conduct problems, inadequacy or immaturity, and personality problems. They also indicated that these different types of students require differential educational programming depending on their primary behavioral characteristics. Similar conclusions were drawn by Quay, Peterson, and Consalvi (1960).

In addition to the lack of consensus among professionals as to what constitutes behavior disorders, emotional disturbance, and social maladjustment, there is also widespread disagreement with the definition of severely emotionally disturbed in Public Law 94-142. Kauffman (1982a) believed that the definition is seriously flawed and agreed with Bower (1982) that the section excluding students who are socially maladjusted is not good public policy. "There is no standard terminology for the problems of disturbed children or even for the general category seriously emotionally disturbed" (Kauffman, 1982a, p. 2). He contended that efforts to distinguish between socially maladjusted students and seriously emotionally disturbed students will be useless. Walker (1982) echoes this belief. "Schools have experienced great difficulty in distinguishing discipline problems from behavior problems and subsequently how to deal with them in a programmatic sense" (p. 13). Other authors have expressed similar disagreement with the exclusion of socially maladjusted students from educational provisions under Public Law 94-142 (Grosenick, 1983; Grosenick & Huntze, 1980; Hewett & Taylor, 1980; Kauffman, 1980, 1982a, 1982b; Neel & Rutherford, 1981; Raiser & Van Nagel, 1980; Tilley, Gross, & Cox, 1982).

Grosenick (1983) has also disagreed with the inclusion of the modifier "seriously" included in the federal

definition. She believed this has the effect of limiting special services only to the most severely disturbed students while disallowing services to mildly or moderately disturbed students.

Towns (1981) interpreted the definition in Public Law 94-142 differently. He believed that the definition is too broad and all encompassing:

In order to fully implement Federal Law 94-142 a 10 to 20 percent redistribution of the national tax dollar would be necessary. The definition for severe emotional disturbance as stated in P.L. 94-142 could be interpreted as to encompass a majority of the students in most large urban school districts. (p. 162)

It is therefore necessary, he contended, to exclude socially maladjusted students from the severely emotionally disturbed category. The socially maladjusted, he believed, are represented by the large number of students who are disturbing to others but who are not necessarily disturbed. He advocated the establishment of alternative education programs for these students. Towns believed that the due process requirements addressed in Public Law 94-142 are unnecessarily cumbersome and expensive when dealing with large socially disadvantaged populations and that alternative education programs will more efficiently provide socially maladjusted students with an appropriate education while avoiding the necessity of labeling them emotionally disturbed.

Other authors have also proposed educational alternative programs for students considered to be socially maladjusted. Flaxman and Homestead (1978) identified 1300 alternative programs throughout the 50 states. Thomas, Sabatino, and Sarri (1982) provided descriptions and critiques of 16 different alternative programs. Brendtro and Mitchell (1981), in their description of alternative education programs, indicated that the ambiguities in the Public Law 94-142 definition of severely emotionally disturbed allow for students in these programs to variously be included or excluded from exceptional student education classification depending on interpretation of the states' laws.

Raiser and Van Nagel (1980) took a different approach. Instead of alternative education they proposed that socially maladjusted students be defined as follows and placed in a separate special education category:

Socially maladjusted children are those children whose social, not emotional, behaviors inhibit meaningful, normative growth and development. Specifically they: consistently disregard or defy authority, refuse to meet the minimum standards of conduct required in regular schools and classrooms, (and) have problems relating to society's normative expectations. Their problems are inter rather than intrapsychic in nature. They are chronic social offenders. (p. 519)

The authors proposed placing socially maladjusted students into specific learning disability programs and keeping

them separate from other learning disabled students rather than providing alternative placements not funded by Public Law 94-142.

Slenkovich (1983) commented on this tendency to place socially maladjusted students into special education programs which are funded by Public Law 94-142. She reported that while this practice is often done, it is in opposition to the mandates provided in the law. She compared the federal definition of severely emotionally disturbed with categories described in the Diagnostic and Statistical Manual of Mental Disorders (DSM III) (American Psychiatric Association, 1980). She contended that the placement of socially maladjusted students into severely emotionally disturbed programs or learning disability programs is not only against the law, but also takes away educational funding which was prescribed for the other exceptionalities, labels and/or stigmatizes students incorrectly, and hinders the educational opportunities of appropriately placed students.

Efforts to Change Public Law 94-142

In view of the current debate and dissatisfaction expressed by some professionals over the federal definition of severely emotionally disturbed, there has been a move to make modifications in Public Law 94-142. Neel and Rutherford (1981) recommended expanding the definition to include socially maladjusted students by removing the exclusionary clause in section ii. Noel

and Haring (1982) reported that the above proposal was made to the U.S. Department of Education. However, they reported that concern was expressed by local district program administrators regarding which students would then become eligible for special education services. Grosenick (1983) recommended modifying the definition to use "the broader term of behavior disorder" (p.7) instead of the term severely emotionally disturbed and indicated that efforts are underway in the Council for Exceptional Children to effect such a change. A similar position has also been taken by the Council for Children with Behavior Disorders (Huntze, 1985).

Because of the controversy, Greenburg (1983) was requested by "an official of Special Education Programs, U.S. Education Department (SEP)" (p. 13) to conduct an investigation to determine the extent of the problem related to definition and differentiation. His results indicated that there is a consensus among special education administrators that it is possible to differentiate between socially maladjusted students and severely emotionally disturbed students. However, he recommended that the definition still be modified to remove the need to differentiate between these two populations. Greenberg (1984) echoed Grosenick's report that there is strong pressure from groups such as the Council for Exceptional Children to change the terminology in the federal definition from severely emotionally

disturbed to behavior disordered. She indicated that this proposal was considered by Congress but that a decision was deferred due to controversy over the change. The opposing sides of the controversy were summarized by Greenberg as follows:

Those who support a change in existing law argue that the term 'behaviorally disordered' is less stigmatizing, more professionally acceptable and more educationally appropriate than the 'seriously emotionally disturbed.' The other side contends that, if the change is made, more attention will be directed to the acting-out problem child and less to the more withdrawn, severely disturbed child who is in greater need of psychological intervention. (p.4)

Florida's Educational Programs

Florida's State Department of Education has apparently been aware of the controversy and concerns that have been expressed regarding the provision of services to students with emotional and behavior problems. Additional concerns have been expressed by program administrators and reported by Greenburg (1983). These concerns involve the need for operational definitions for both seriously emotionally disturbed and socially maladjusted categories and the need to provide services for both of the categories. Algozine, Schmid, and Connors (1978) have reviewed the definition of emotionally handicapped children which was adopted by Florida's State Board of Education in 1977 and concluded that this definition has potential for operationalization.

In addition, Florida has separate educational provisions for socially maladjusted and emotionally handicapped students. The concern expressed by Grosenick (1983) over the use of the term "seriously" also appears to have been dealt with effectively by the State of Florida. Grosenick was concerned that the modifier "seriously" would effectively limit educational services only to the most severely disturbed or disordered students. Florida has a severely emotionally disturbed category which is designed to serve the more severely disturbed students. Florida also has a range of lesser restrictive placements, such as resource rooms, to serve the students with mild and moderate disturbances.

(1) Emotionally handicapped-one who after receiving supportive educational assistance and counseling services available to all students, still exhibits persistent and consistent severe behavioral disabilities which consequently disrupt the student's own learning process. This is the student whose inability to achieve adequate progress or satisfactory interpersonal relationships cannot be attributed primarily to physical, sensory, or intellectual deficits. The term does not include children who are socially maladjusted, unless it is determined that they are emotionally handicapped. (Florida State Board of Education, 1977, p.44)

The rule goes on to delineate differential service provisions for severe and regular emotionally handicapped students. It should again be noted that this was the definition named by Algozine, Schmid, and Connors (1978) as having potential for operationalization and is similar

to the definition proposed by Algozine in 1981. Operationalization of the definition is provided in the specific eligibility criteria contained in the rule.

In view of the controversy over the exclusion of socially maladjusted students from emotionally handicapped programs, the definition of emotionally handicapped was changed by the State of Florida in September of 1984 and again in March of 1985. The primary changes made in the definition were the removal of the term social maladjustment and the addition of an explanation that students who exhibit disruptive behavior are not necessarily eligible for placement in an emotionally handicapped program unless the disruptive behavior appears to be the result of an emotional handicap. In addition, the new definition makes more clear the range of service provisions from mild to severe.

In addition to the special education program for emotionally handicapped students, Florida was one of only three states to develop a separate special education program for socially maladjusted students (Mack, 1980). The definition of the socially maladjusted program was as follows:

(1) Socially maladjusted-one who continuously exhibits behaviors that do not meet minimum social standards of conduct required in the regular schools and classrooms, whose behaviors are in defiance of school personnel, who disputes the school program and is antagonistic to other students. (Florida State Board of Education, 1977, p.45)

As with the emotionally handicapped definition, operationalization was provided by the eligibility criteria that were contained in the rule and followed the definition. The above rule became effective in 1977. However, the 1978 Florida Legislature deleted the cost category of socially maladjusted from special programs for exceptional students and created the educational alternative program. The educational alternative program was designed to serve delinquent, disruptive, disinterested, and unmotivated students who would previously have been served within the socially maladjusted program.

Classification of Behavioral and Emotional Problems

In order to make advancements in any field it is necessary to classify the variables of interest and subsequently to measure those variables. Classification and quantification of the phenomena under study is a necessary prerequisite for understanding and prediction. In the study of emotional and behavioral problems of children, classification should allow for making statements and predictions about the behavior of the child and should aid in the development of an intervention strategy (Quay, 1979).

The most widely used classification system is the Diagnostic and Statistical Manual of Mental Disorders (DSM-III). The DSM-III is an example of a clinically derived system which provides classifications of psycho-

pathology based on a clinician's observations and interviews. Forness and Cantwell (1982) compared DSM-III diagnoses with special education categories. Their findings indicate that some of the DSM-III developmental disorders matched the learning disability category. However, the DSM-III did not adequately discriminate the remainder of the special education categories. Most of the DSM-III diagnoses either fell into more than one special education category or there was insufficient evidence to determine special education eligibility. It appears that there is not enough specificity when making comparisons between the DSM-III and special education categories. In addition, Quay (1979) contended that the reliability of clinical classification systems has not yet been established.

Another major approach to classification is the use of multivariate statistical analysis. In comparing normal and disturbed children, Schechtman (1970) found support for the hypothesis that problem behaviors tend to cluster in patterns. Previous researchers had found similar results. Baker and Stulken (1938) were among the first authors to classify the problems displayed by children into two major categories. The categories found by Baker and Stulken to describe the majority of problem behaviors were conduct disorders and personality disorders. This same dichotomous classification has been reported extensively in the literature (Achenbach &

Edelbrock, 1979, 1986; Epstein, Cullinan, & Rosemier, 1983; Epstein, Kauffman, & Cullinan, 1985; Miller, 1980; Quay, 1979). The commonality running through these studies involves the finding of two broad band syndromes of behavioral patterns labeled externalizing and internalizing by Achenbach and his colleagues. The externalizing student parallels Baker's and Stulkin's conduct disordered student while the internalizing student is similar to the personality disordered student as proposed by Baker and Stulken. Quay labeled the same types of syndromes as conduct disorder and anxiety-withdrawn, respectively.

Other researchers have found similar categories of behavioral clusters. Quay, Morse, and Cutler (1966), using Peterson's (1961) problem checklist, found children's behavior problems to cluster around conduct problems or unsocialized aggression and personality problems or neuroticism. In addition, they found enough heterogeneity in the behaviors to isolate a third cluster, labeled inadequacy-immaturity. They reported that these three categories accounted for 76% of the variance of students' behavior problems, interpreting their results to indicate that differential educational programs were necessary for behavior problem children depending upon their primary behavioral characteristics. These results are similar to the previous findings of Peterson, Quay, and Cameron (1959) who found the same three factors as

those listed above. Three behavioral clusters were also found by Hewitt and Jenkins (1946) and Bennett (1960).

Quay and Peterson (1967, 1975) developed the Behavior Problem Checklist (BPC) to assist in their ongoing studies of "behavioral deviance." This checklist has consistently isolated the above described behavioral dimensions among public school children (Peterson, 1961; Quay & Quay, 1965), delinquents (Quay, 1964, 1966), emotionally handicapped students (Cullinan, Epstein, & Kauffman, 1984; Epstein, Cullinan, & Rosemeir, 1983; Quay, Morse, & Cutler, 1966), and child guidance clinic children (Oltmanns, Broderick, & O'Leary, 1977). Evans (1975) has reported that the Behavior Problem Checklist is "a carefully structured, well known and widely utilized instrument for assessing the behavior of emotionally disturbed and normal subjects" (p. 301). In addition to the conduct disorder, inadequacy-immaturity, and personality problem scales, Quay (1977) has reported a fourth scale or cluster which has been titled socialized delinquency. Brady (1970) demonstrated the homogeneity of the scale on a sample of students in a public school system.

These four scales of the Behavior Problem Checklist have been used by Borkovec (1970) to distinguish between psychopathic, neurotic, and normal juvenile delinquents. They have been used by O'Leary and Schneider (1977) to

assess behavioral improvements of conduct problem students. Greenwood and Jones (1971) have used these scales to assess the effectiveness of medication in reducing behavior problems in hyperactive children. Epstein, Kauffman, and Cullinan (1985) reported that the Behavior Problem Checklist is one of the most extensively researched behavior rating scales available which provides behavioral factors or dimensions based on teacher observation. Its usefulness in the classification of children's emotional and behavioral problems has been well established. The results of their study tended to confirm the existence of the dichotomous classification of behavior problems. They isolated the factors aggression-disruption as well as peer-oriented aggression and delinquency, which they termed conduct disorder and social maladjustment respectively. "The aggression-disruption and social maladjustment factors were quite similar to the broad-band externalizing or conduct disorder factors found in many previous investigations" (p.134). In addition, they found that "social incompetence, anxiety-immaturity, and depression were similar to the broad-band factors, internalizing and anxiety-withdrawal, which have been found in many previous investigations" (p.134).

It appears that there is evidence to support the concept of a broad-band, dichotomous classification of children's behavior problems into externalizing or acting out behaviors and internalizing or inadequate, withdrawn

types of behaviors. While Quay and Peterson, Achenbach and Edelbrock, and their respective colleagues, have identified a number of additional dimensions or behavioral factors, more recent researchers suggest that the additional factors can also be categorized into the same types of broad-band clusters identified by Baker and Stulken (1938) as conduct disorders and personality disorders.

Juvenile Delinquency

As noted previously, in Florida, placement in a juvenile detention facility is an automatic eligibility criterion for participation in an educational alternative program. However, as pointed out by Quay (1975), delinquency is a legal term which covers a broad range of behaviors and circumstances and does not provide sufficient information for appropriate treatment planning. In a comprehensive study of juvenile delinquency, Glueck and Glueck (1950) defined delinquency as a form of maladjustment to the standards of adult social life and may involve behaviors which range from criminal acts to truancy and running away. Robinson (1960) was equally broad in her definition of delinquency. She defined delinquency as "any behavior which a given community at a given time considers in conflict with its best interest, whether or not the offender has been brought to court" (p. 11).

Given these broad definitions of juvenile delinquency, it becomes necessary to classify delinquent behaviors into homogeneous groupings to determine appropriate prevention and intervention strategies. Quay (1975) reported that the same procedures that have been applied to the classification of general behavior problems; clinical and factor analysis or statistical classification, have been applied to the study of delinquency. As with the classification of behavior problems in general, clinical classification strategies suffer from a lack of specificity and reliability (Quay, 1979). The more promising approach appears to be the use of factor analytic techniques. In fact, many of the instruments and procedures used for the classification of general behavior problems had their origins in the study of delinquency.

Hewett and Jenkins (1946) were among the pioneers in the study of classification of delinquents into more treatment relevant groups. Shinohara and Jenkins (1967) divided delinquents into three groups, depending on the type of involvement which led to their commitment plus observations of their behavior. The three groups identified were socialized delinquents, unsocialized/aggressive delinquents, and runaway delinquents. The first group was called socialized because of their cooperative, gang activity. The second group was called

unsocialized/aggressive because of their defiance, destructiveness, and unpopularity. The third group was labeled runaway delinquents because of their isolation and timidity and their tendency to be truant and to run away from home. The authors found that the behaviors of the socialized delinquents were goal-oriented and adaptive and that this group was the better adjusted of the three. They found that the behavior of the other two groups was based on frustration and was maladaptive. With the unsocialized/aggressive delinquents, the response to frustration was to fight while the response of the runaway group was to flee.

Similar subcategories of delinquency were found by other researchers (Gregory, 1974; Jenkins & Glickman, 1947; Love & Bachara, 1975; Peterson, Quay, & Tiffany, 1961). Quay (1964) labeled similar subcategories of delinquents as socialized-subcultural, unsocialized-psychopathic, disturbed-neurotic, and inadequate-immature. Distinctions between psychopathic and neurotic delinquency were also found by Skrzypek (1969) and Borkovic (1970). Anderson (1983) found that delinquents can be subdivided into those whose basic problem is behavioral and those "on the other hand having an emotional or mental disorder" (p. 15).

Stott and Olczak (1978) noted that legal differentiation is made between juvenile offenders whose offenses would be illegal if committed by adults and

those whose actions were offenses only because of their age. Members of the first group are considered juvenile delinquents who commit crimes such as robbery, assault, rape, etc. Members of the second group are considered status offenders, committing offenses such as running away, truancy, refusing to obey authority figures, etc. The authors utilized the Jesness Inventory (Jesness, 1966) to differentiate the two groups and found that status offenders are significantly more maladjusted than juvenile delinquents.

Simonds and Kashani (1979) differentiated between delinquents who commit "person" offenses and those who commit "property" offenses. They used the Jesness Inventory (Jesness, 1969) which was routinely administered to 109 institutionalized boys. The authors stated that the Asocial Index or total score from the Jesness Inventory "relates closely to delinquent behavior" (p. 1446). They found no significant differences based on race (black versus white) but found that the scale differentiated between property offenders and person offenders. The person offenders who were more prone to interpersonal violence had significantly higher Asocial Index scores than the property only offenders. The Jesness Inventory was also used by Craig and Glick (1968) and Brandt (1979) to determine appropriate treatment groups for different categories of delinquents.

In summary, it appears that research in the area of juvenile delinquency indicates that juvenile delinquents can be divided into categories depending on the types of behaviors they exhibit. Research further indicates that a distinction can be made among juveniles based on whether their behaviors are indicative of personality problems and are maladaptive or are indicative of acting out but are adaptive. These categories are similar to the broad band externalizing, internalizing dichotomy described by researchers in the field of general behavior problems.

Age and Sex Variations

Children's behavioral and emotional difficulties differ both qualitatively and quantitatively from those of adults. These differences have been recognized by the American Psychiatric Association (1980). Garber (1984) has argued that there is a need for further differential classification among children based on age and sex differences. School refusal or separation anxiety would be considered significantly more problematic for an adolescent than for a beginning kindergartener. In addition, Garber reported that boys have a higher rate of behavioral deviations than do girls. This differential rate of behavioral deviations based on sex is substantiated by special education placements. Mumpower (1970), in a study of children referred for special education, reported that boys outnumber girls in all areas of

exceptionality. The ratio was reported to be 70% male to 30% female in emotionally disturbed programs. A difference was noted, however, when the severity of the disturbance was considered. Among mild and moderately disturbed students the ratios were 70% male to 30% female. The ratio among severely disturbed students was 54% male to 46% female. This latter finding may be related to the findings of Peterson (1961) that as girls get older their behavioral manifestations tend to center more around personality dimensions than around conduct disorders dimensions.

Factor analytic studies have been conducted to more carefully delineate behavioral differences related to sex and age. Achenbach and Edelbrock (1979) found that withdrawal among adolescent boys involved destructive and aggressive acts and termed the condition hostile withdrawal. Withdrawal among adolescent girls had more depressive features and was termed depressive withdrawal. Withdrawal among younger samples of both sexes was more passive and was termed social withdrawal. Hyperactivity was found to be present to some extent among younger boys and girls as well as older boys, but was associated with immaturity among older girls. Epstein, Kauffman, and Cullinan (1985) also found differences among age and sex groupings using the Behavior Problem Checklist. They found aggression and disruption to exist across all age and sex groupings but found the

factors tension and nervousness to be indicative of older students of both sexes. Irresponsibility was characteristic of younger students of both sexes. Hyperactivity and destructiveness seemed to be characteristic of younger boys but not younger girls or older students of either sex. Restlessness was associated with aggression and disruption among younger girls and with attention deficits among older girls and boys of both age groupings.

It appears from these results that there is variability in behavioral and emotional difficulties across age and sex groupings of children. Therefore, attempts to differentiate and classify children's emotional and behavioral problems should take into account age and sex factors.

Summary of Review and Research Implications

Special educational provisions for children with emotional and behavioral problems began to emerge during the last part of the 19th century. There was a dramatic increase in educational provisions for these students after the institution of compulsory school attendance laws. Schools were expected to aid in the socialization of students who were exhibiting emotional and behavioral problems. Another dramatic increase occurred in the educational provisions for these students after the formation of special interest groups during the 1950s and 1960s. However, there was lack of consensus both among

the various states and among professionals in the field as to how this population of students should be defined.

In the 1970s Public Law 94-142 was passed to provide a model definition of the various exceptionalities and reduce variability of service provisions. While variability did decrease, socially maladjusted students were excluded from special education programs by the definition of severely emotionally disturbed. There continues to be disagreement among professionals with the definition of severely emotionally disturbed in Public Law 94-142. Some professionals disagree with the law's exclusion of socially maladjusted students claiming that a distinction cannot efficiently be made between socially maladjusted and emotionally disturbed students. These professionals are involved in efforts to change Public Law 94-142 from a definition of seriously emotionally disturbed to behavior disordered and to eliminate the exclusion of socially maladjusted students.

Other professionals contend that a distinction can be made and that the behavioral problems of students can be broadly classified into those that are indicative of conduct disorders and those that are indicative of personality disorders. These professionals argue that the different types of students require different intervention strategies. Further, research indicates that

there is also variability within these two groups based on the age and sex of the students.

The State of Florida funds separate educational programs for students who are emotionally disturbed and those whose problems are indicative of social maladjustment. The purpose of this study was to determine if the students participating in these two programs differed. If they are different, along what dimensions are they different and how do the differences relate to the age and sex of the students?

CHAPTER III

METHODOLOGY

Overview of the Study

Students in the State of Florida who are disruptive, disinterested, or unmotivated may be assigned to the educational alternative program (EAP). The educational alternative program is designed to serve the same type of students who were previously assigned to Florida's socially maladjusted program. A distinction is made in Florida between the educational alternative program students and the emotionally handicapped (EH) program students. While disruptive behavior is a sufficient eligibility criterion for participation in the educational alternative program, it is not a sufficient eligibility criterion for participation in the emotionally handicapped program. However, many emotionally handicapped students also exhibit disruptive behavior.

In view of the possible similarities in behavior exhibited by the students in these programs, it appeared that there was a need to determine if these two programs are indeed serving two different populations. If the two populations are different, along what dimensions do

they differ and are there differences by age and sex? These questions were addressed in this study.

Variables

The primary independent variable examined in this study was program assignment. Those students who were assigned to the educational alternative program were compared to those students who were assigned to the emotionally handicapped program.

In view of previous research findings of emotional and behavioral differences based on age and sex, the two groups of students were further subdivided with age and sex constituting a second and third independent variable. For the purpose of this study, the students were divided into two subgroups based on the mean age of the sample. This resulted in three dichotomous independent variables which were program (EAP vs. EH), age (younger vs. older), and sex (male vs. female).

The dependent variables were the Asocial Index and the subscales of the Jesness Inventory (JI), the total problem score and the subscales of the Revised Behavior Problem Checklist (RBPC), and the Internalizing, Externalizing, and total problem score from the Child Behavior Checklist-Teacher Report Form (CBC-TRF). This yielded 21 different dependent variables.

Subjects

The subjects in this study were randomly sampled from two populations in Marion County, Florida. Forty

students were selected from the middle and high school emotionally handicapped programs in the Marion County, Florida, public school system. Additionally, 40 students were selected from Northwoods Central School which housed the Marion County school system's educational alternative program.

The students at Northwoods Central came from middle and high schools throughout Marion County by administrative referral due to disruptive behavior, disinterest in school, or a lack of motivation to perform academically. Students who had been determined to be eligible for any of the exceptional student education programs funded by Public Law 94-142 were not considered for participation in the educational alternative program. Eligibility for participation in the program at Northwoods Central was determined by the principal after a review of the student's academic and disciplinary records and a parent and/or student interview.

Eligibility for participation in the emotionally handicapped program was determined by a staffing committee and a representative of the Marion County school system's special education department after reviewing referral information and the results of a psychoeducational evaluation. If a student was determined to be eligible for the emotionally handicapped program, placement was made on the basis of the recommendations of the staffing committee.

In August of 1986 a student roll was obtained from Northwoods Central School. At that time 144 students were enrolled and 85 (59%) were male and 59 (41%) were female. One of the students (less than 1%) was Asian, 108 (75%) were white, and 35 (24%) were black. The average grade placement was 8.7 with a range from grade 6 to 12. The average age was 15 years and 9 months with a range from 12 years and 9 months to 18 years and 10 months.

To obtain the sample the students on the roll were numbered sequentially from 1 through 144 and then, using a table of random numbers, 40 students were selected and designated as the primary sample. In order to account for the possibility of dropouts, transfers, withdrawals, or uncooperative students, another group of 40 students was randomly selected and designated as a secondary group. If data were not available from students in the primary group for any of the above mentioned reasons they were replaced by students from the secondary group. Of the 40 students in the sample, 32 came from the primary group and 8 from the secondary group. Of the eight students from the primary group on whom data were not available, two refused to participate and six had either withdrawn or transferred.

The resulting sample of 40 students from Northwoods Central School was 28 (70%) male and 12 (30%) female. Ten of the students (25%) were black and 30 (75%) were

white. The average grade placement was 8.6 with a range from grades 6-12. The average age was 15 years and 5 months with a range from 12 years and 6 months to 17 years and 4 months.

To select the sample from the emotionally handicapped program, rolls were obtained from the Marion County school system's special education department in August of 1986. At that time 200 students were enrolled in middle school and high school emotionally handicapped program classes throughout the district. There were 164 (82%) males and 36 (18%) females. Three of the students (1.5%) were Hispanic, 47 (23.5%) were black, and 150 (75%) were white. The average grade placement was 8.4 with a range from grade 6 to 12. The average age was 15 years and 0 months with a range from 11 years and 2 months to 20 years and 6 months.

The same procedure used to select the educational alternative program sample was used to select the emotionally handicapped program sample. The students were numbered sequentially from 1 through 200 and a primary group of 40 students was selected as well as a secondary group of students using a table of random numbers. Of the 40 students from the primary group, 1 refused to participate and 14 had moved or withdrawn from school. These students were replaced from the secondary list of students.

This sample of 40 students consisted of 30 (75%) males and 10 (25%) females. Thirty of the students (75%) were white and 10 (25%) were black. The average grade placement was 8.3 with a range from grade 6 to 12. The average age was 15 years 0 months with a range from 11 years and 2 months to 20 years and 2 months.

The random sampling procedure was used to obtain samples which were representative of the two populations and which reflected the lower percentages of females in both programs.

Instrumentation

Three instruments were used to assess the differences between educational alternative students and emotionally handicapped students. The primary reason for using three instruments was that Public Law 94-142 requires multiple sources of data for program placement (McGinnis, Kiraly, & Smith, 1984). One of the instruments selected, the Jesness Inventory (Jesness, 1972), is a self-report assessment while the others, the Revised Behavior Problem Checklist (Quay & Peterson, 1983) and the Child Behavior Checklist-Teacher Report Form (Achenbach & Edelbrock, 1986), are observation checklists which are filled out by teachers.

The Jesness Inventory is a 155-item, true-false, self-report assessment designed to measure personality variables among disturbed children and adolescents.

Subjects are provided a question booklet and a separate response sheet upon which they indicate true or false to the 155 questions. The questions may be presented in either oral or written form. The inventory was developed primarily to assess juvenile delinquents, but is reported by Jesness (1972) to provide useful information with disturbed children in a variety of settings:

The present instrument provides scores on 11 personality characteristics. Three of the 11 scores are the result of an item analysis using criterion groups. Seven scales derive statistically from cluster analysis. A final scale is based on a regression equation that combines attitude syndromes and personality traits into an index most predictive of delinquency. (p.3)

The empirical scales are Social Maladjustment (63 items), Value Orientation (39 items), and Immaturity (45 items). The cluster scales are Autism (28 items), Alienation (26 items), Manifest Aggression (31 items), Withdrawal (24 items), Social Anxiety (24 items), Repression (15 items), and Denial (20 items). The final scale is the Asocial Index which is derived by weighting and combining responses from the other scales. The Asocial Index is reported by Jesness to measure "a generalized tendency to behave in ways that transgress established social rules" (p. 16). The Jesness Inventory has been reported by Butt (1978) to be a valuable tool

for assessing anti-social behavior. It has been shown to differentiate between delinquent and normal populations.

The Revised Behavior Problem Checklist is an 89-item checklist which is filled out by parents or teachers. Respondents read each item and then circle zero if the item does not constitute a problem, one if it constitutes a mild problem, or two if it constitutes a severe problem. It was designed to provide information on deviant behaviors of children and adolescents and is based on ongoing research since 1959. The Revised Behavior Problem Checklist provides scores on four major scales and two minor scales. The four major scales are Conduct Disorder (22 items), Socialized Aggression (17 items), Attention Problems-Immaturity (16 items), and Anxiety-Withdrawal (11 items). The minor scales are Psychotic Behavior (6 items) and Motor Excess (5 items).

Two types of interpretations are made using the RBPC. The first type of interpretation involves analyzing the total scores and comparing them to normal and clinical groups to determine the severity of a problem. The second type of interpretation involves an examination of interrelationships among scores on the various scales to provide information for differential diagnosis or classification. The raw scores can also be combined across the scales to provide a single "problem score."

The Child Behavior Checklist-Teacher Report Form is a 118-item checklist which is filled out by teachers in order to provide descriptions of students' behaviors. Two spaces are also provided which allow teachers to describe problems not listed elsewhere. Teachers rate an item as either zero, one, or two meaning that it is not true, sometimes true, or often true, respectively. This checklist was adapted from the Child Behavior Checklist (Achenbach, 1978; Achenbach & Edelbrock, 1979).

The CBCL-TRF identifies eight or nine narrow-band behavior problem areas based on the age range and sex of the student. These narrow-band problem areas are then combined to form the broad-band groupings of problems which Achenbach has labeled "Internalizing" and "Externalizing." All problems identified can also be combined to form a total problem score. The instrument consists of one checklist but the items checked are tabulated on four different profile sheets depending on the age and sex of the student. The Internalizing scale for boys aged 6 to 11 contains 24 items while the same scale for boys aged 12 to 16 contains 34 items. The Internalizing scale has 25 items for girls aged 6 to 11 and has 28 items for girls aged 12 to 16. The Externalizing scale has 61 items for boys aged 6 to 11 and has 53 items for boys aged 12 to 16. The Externalizing scale has 55 items for girls aged 6 to 11 and

has 64 items for girls aged 12 to 16. The total problem score has 120 items for both sexes and both age groupings.

The instrument is designed to obtain teachers' judgments about students and allows for comparisons of problem students with a normative sample of "non-problem" students. The CBCL-TRF was designed for students aged 6 to 16 but may be used with older students who are still in school (Achenbach & Edelbrock, 1986).

Split-half reliabilities for the Jesness Inventory (Jesness, 1972) subscales range from .62 to .88 with a median reliability coefficient of .71. Test-retest stability coefficients over a 24 hour period ranged from .55 to .81 with a median of 0.70. Over an eight-month period the stability coefficients ranged from .40 to .79 with a median of .69.

In an attempt to establish validity, Jesness reported that the instrument is capable of separating either male or female delinquents from an equal number of non-delinquents with 84% accuracy. The instrument has been effective in differentiating between juvenile delinquents and status offenders (Stott & Olczak, 1978), between groups of delinquent boys on the basis of length and degree of social maladjustment (Brandt, 1979), and between person offenders and property-only offenders (Simonds & Kashani, 1979).

The Interim Manual for the Revised Behavior Problem Checklist (Quay & Peterson, 1983) and the Appendix

to the Interim Manual (Quay & Peterson, 1984) were examined to assess the reliability and validity of the RBPC.

The internal consistency of the various scales ranged from .68 to .95 with a median of .88 on a sample of 294 students. Other samples yielded similar results. Interrater reliability was reported to range from .55 to 0.93 with a median of .70. In an attempt to establish the stability of the instrument, the authors report a 10-month test-retest study with 158 subjects. A previous study over a two month period yielded correlations which ranged from .49 to .83 with a median of .63. However, the authors pointed out that due to the frequency of "zero" or "no problem" scores there is a restriction of the range of values. Therefore, they report on the consistency of classification of the samples. They report the overall stability of classification for the girls in the sample as 92% and 83% for the boys in the sample.

To report concurrent validity the authors cite a study involving 566 subjects from either "normal" or "clinical" groups. They report that the checklist correctly classified 85.5% of the subjects.

After reviewing 31 studies, Cancelli (1985) found the Revised Behavior Problem Checklist to be a "well constructed instrument with good overall internal consistency and construct validity" (p. 1276). He

reported that it is one of the more psychometrically sound checklists available.

The authors of the Child Behavior Checklist-Teacher Report Form (Achenbach & Edelbrock, 1986) reported test-retest reliability coefficients over 15 days to range from .82 to .92 for the various age and sex groupings on the Internalizing scale. They reported correlation coefficients ranging from .86 to .92 for the Externalizing scale and from .84 to .92 for the total problem score. Stability coefficients over a two-month period were .86 for the Internalizing scale, .73 for the Externalizing scale, and .77 for the total problem score.

To provide evidence of construct validity the authors reported a study in which the CBCL-TRF was compared to Conners Revised Teacher Rating Scale. The correlation between the total problem scores from the two instruments was .85. The authors reported that the CBCL-TRF differentiated between demographically similar groups of students on the basis of whether or not they had been referred for special services due to behavioral or social/emotional problems.

Procedure

The design used in this study was 2x2x2 factorial design forming eight cells. The independent variables were program placement (emotionally handicapped or educational alternative), age (younger or older), and sex (male or female). The students were administered the

JI at their respective schools by either a school psychologist or a school counselor. The JI may be administered either in groups or individually and may be presented either auditorily or in written form. In each school the Inventory was administered in groups of six or less and in each session the students listened to the items being read and were provided with the stimulus booklet so that they could also read the items. They were requested to mark their answers on a separate response sheet. When the students completed the items they were requested to turn their response sheet over and respond "yes" or "no" to three questions. The students were asked if they could hear the questions, if they understood the questions, and if they had enough time to respond to the questions. All of the students responded affirmatively when asked if they could hear the questions. Three indicated that they did not understand the questions and one indicated that there was not enough time to respond. Follow-up questions with the three students who said they did not understand indicated that they could comprehend the questions but did not know why such questions would be asked. The response sheet of the student who said there was not enough time to respond was examined and all items had been answered.

After the data were collected from the students, the students' teachers were asked to complete the RBPC and the CBC-TRF according to the directions contained on

the checklists. The samples had been selected in August and the checklists were completed in November and December of 1986. Therefore, each student had been known by his or her respective teacher for at least two months. For all students in the samples, one teacher completed both checklists.

In the case of the EH program students, the EH teacher was asked to complete the checklists. In situations in which a student had more than one EH program teacher, the teacher who had the most contact with the student was asked to complete the checklists.

For the EAP students, the school counselor was asked to give the checklists to the teacher who had the most contact with the students. In situations in which contact time was equal, the teacher who was believed by the counselor to have the most knowledge about the student was asked to complete the checklists.

Teacher cooperation for both samples was 100%. In all cases the first teacher asked to complete the checklist complied.

CHAPTER IV

ANALYSES AND RESULTS

The data collected in this study were analyzed in a three-way analysis of variance with program placement, age, and sex forming two different levels of each independent variable. The scores from the scales and subscales of the JI, the RBPC, and the CBC-TRF formed the dependent variables. The scores were analyzed in 21 different 2x2x2 ANOVAs which tested for the possible existence of three main effects, three first-order interaction effects, and one second-order interaction effect. For 18 of the analyses, the raw scores from the subscales were used as the dependent variable measure. The Asocial Index of the JI yields a weighted score which was used as the dependent variable measure. The remaining two analyses were conducted with T-scores forming the dependent variable measure from the Internalizing and Externalizing subscales of the CBC-TRF. These two subscales consist of different numbers of items across the age and sex groupings, making direct comparisons of raw scores inappropriate.

These data were analyzed using the IBM-XT Personal Computer and Psychostat-3 statistical software (Statsoft, 1986). Scheffe's Procedure was employed to assess any

possible interaction effects. The level of significance (α) was set at .05 for all analyses.

The hypotheses presented in Chapter I stated that there would be no difference between the scores obtained by the subjects in this study based on program placement (EH vs EAP), age (younger vs older), and sex (male vs female). It was also hypothesized that there would be no significant differences between the scores of the subjects in this study based on the interaction of the independent variables of program, age, and sex.

Presented in Table 1 are the means and standard deviations based on program placement across the 21 dependent variables. As noted above, the mean score for the Asocial Index of the JI is based on a weighted score and the mean scores for the Internalizing and Externalizing scales from the CBC-TRF are based on T-scores which have a mean of 50 and a standard deviation of 10.

Presented in Table 2 are the means and standard deviations based on the age of the student. The younger students were below 15 years and 3 months of age while the older students were 15 years and 3 months of age or older. Presented in Table 3 are the means and standard deviations based on the sex of the student.

Jesness Inventory

Presented in Tables 4,5,6, and 7 are the ANOVA summary tables for the dependent variables Asocial Index, Values Orientation, Manifest Aggression, and

TABLE 1
MEANS AND STANDARD DEVIATIONS
FOR PROGRAM PLACEMENT

Dependent Variable	EAP n=40		EH n=40	
	Mean	St.Dev.	Mean	St.Dev.
<u>JI</u>				
Asocial Index ^a	19.78	5.07	17.93	5.34
Social Maladjustment	28.63	6.48	26.28	7.37
Value Orientation	22.10	6.18	19.00	6.33
Immaturity	15.73	3.96	18.53	5.34
Autism	12.53	3.56	12.18	4.38
Alienation	13.85	4.31	10.95	3.97
Manifest Aggression	18.98	4.25	17.90	5.86
Withdrawal	13.28	3.89	13.35	4.05
Social Anxiety	12.93	4.09	13.80	4.20
Repression	3.63	2.34	5.25	2.83
Denial	8.33	3.74	10.55	3.44
<u>RBPC</u>				
Conduct Disorder	7.75	7.48	13.30	11.24
Socialized Aggression	7.20	7.70	3.90	4.09
Attention Problems/ Immaturity	7.53	6.10	12.30	7.47
Anxiety/Withdrawn	3.08	3.87	6.83	3.90
Psychotic Behavior	1.08	1.79	1.38	2.25
Motor Excess	1.80	2.03	2.78	2.93
Total Problem	28.43	20.60	40.48	22.49
<u>CBC-TRF</u>				
Internalizing ^b	53.00	9.96	58.25	9.05
Externalizing ^b	55.78	7.82	60.88	8.88
Total Problem	33.45	29.24	51.55	31.50

^aWeighted Score

^bT-Score

TABLE 2
MEANS AND STANDARD DEVIATIONS
FOR AGE

Dependent Variable	Young n=43 <15-3		Old n=37 >15-3	
	Mean	St.Dev.	Mean	St.Dev.
<u>JI</u>				
Asocial Index ^a	18.51	5.53	19.24	4.96
Social Maladjustment	28.09	7.81	26.70	5.93
Value Orientation	22.44	7.16	19.51	5.31
Immaturity	17.86	4.37	16.27	5.35
Autism	13.30	3.62	11.24	4.11
Alienation	12.51	4.46	12.27	4.31
Manifest Aggression	18.91	5.87	17.89	4.08
Withdrawal	13.37	3.95	13.24	3.99
Social Anxiety	13.61	4.49	13.08	3.74
Repression	4.49	2.66	4.38	2.79
Denial	9.33	3.70	9.57	3.83
<u>RBPC</u>				
Conduct Disorder	12.67	9.93	8.03	9.35
Socialized Aggression	6.30	6.64	4.68	5.96
Attention Problems/ Immaturity	12.63	7.22	6.76	5.80
Anxiety/Withdrawn	6.07	4.09	3.65	4.21
Psychotic Behavior	1.44	2.25	0.97	1.72
Motor Excess	2.91	2.56	1.57	2.38
Total Problem	42.02	22.55	25.65	18.64
<u>CBC-TRF</u>				
Internalizing ^b	57.47	8.97	53.49	10.44
Externalizing ^b	60.79	8.79	55.46	7.76
Total Problem	52.28	32.45	31.14	26.61

^aWeighted Score
^bT-Score

TABLE 3
MEANS AND STANDARD DEVIATIONS
FOR SEX

Dependent Variables	Male n=58		Female n=22	
	Mean	St.Dev.	Mean	St.Dev.
<u>JI</u>				
Asocial Index ^a	18.90	5.36	18.73	5.08
Social Maladjustment	27.57	6.99	27.14	7.16
Value Orientation	20.67	6.38	20.23	6.62
Immaturity	16.83	4.94	17.91	4.76
Autism	11.93	4.05	13.46	3.61
Alienation	12.78	4.27	11.41	4.55
Manifest Aggression	18.40	4.90	18.55	5.76
Withdrawal	12.71	3.88	14.91	3.74
Social Anxiety	12.43	4.16	15.82	2.95
Repression	4.48	2.80	4.32	2.50
Denial	9.78	3.62	8.55	4.00
<u>RBPC</u>				
Conduct Disorder	12.02	10.33	6.59	7.48
Socialized Aggression	5.83	6.90	4.82	4.65
Attention Problems/ Immaturity	11.57	7.18	5.55	5.19
Anxiety/Withdrawn	5.59	4.34	3.27	3.77
Psychotic Behavior	1.35	2.21	0.91	1.45
Motor Excess	2.72	2.62	1.14	1.98
Total Problem	39.07	22.39	22.27	17.07
<u>CBC-TRE</u>				
Internalizing ^b	56.86	10.59	52.36	6.53
Externalizing ^b	59.09	9.23	56.32	6.90
Total Problem	48.60	32.50	26.41	22.39

^aWeighted Score

^bT-Score

TABLE 4

 ASOCIAL INDEX
 ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	9.99	1	9.99	0.35
Age (B)	17.54	1	17.54	0.61
Sex (C)	8.35	1	8.35	0.29
A X B	5.23	1	5.23	0.18
A X C	14.54	1	14.54	0.50
B X C	18.45	1	18.45	0.64
A X B X C	8.61	1	8.61	0.30
Error	2081.25	72	28.91	

TABLE 5

 VALUES ORIENTATION
 ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	94.94	1	94.94	2.43
Age (B)	24.51	1	24.51	0.63
Sex (C)	13.87	1	13.87	0.35
A X B	30.78	1	30.78	0.79
A X C	8.55	1	8.55	0.22
B X C	60.42	1	60.42	1.55
A X B X C	15.70	1	15.70	0.40
Error	2815.45	72	39.10	

TABLE 6
MANIFEST AGGRESSION
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	31.18	1	31.18	1.19
Age (B)	4.92	1	4.92	0.19
Sex (C)	2.16	1	2.16	0.08
A X B	2.89	1	2.89	0.11
A X C	5.57	1	5.57	0.21
B X C	38.01	1	38.01	1.45
A X B X C	18.29	1	18.29	0.70
Error	1885.43	72	26.19	

TABLE 7
WITHDRAWAL
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	0.06	1	0.06	0.01
Age (B)	0.46	1	0.46	0.03
Sex (C)	28.82	1	28.82	1.87
A X B	15.80	1	15.80	1.02
A X C	2.61	1	2.61	0.17
B X C	4.21	1	4.21	0.27
A X B X C	18.04	1	18.04	1.17
Error	1111.34	72	15.44	

Withdrawal, respectively. A review of the F ratios in these summary tables reveals that there were no significant differences in the mean scores obtained by the students based on their program placement, their age, or their sex. In addition, there were no significant first- or second-order interaction effects among program placement, age, and sex.

Presented in Tables 8,9, and 10 are the ANOVA summary tables for the dependent variables Immaturity, Repression, and Denial, respectively. The F ratios indicate a significant main effect for program placement for all three dependent variables. The mean scores of the EH program students were higher than the mean scores of the EAP students on the Immaturity, Repression, and Denial subscales. There were no significant main effects for age or sex, nor were there any significant first- or second-order interaction effects among program placement, age, and sex.

Presented in Table 11 is the ANOVA summary table for the Alienation subscale. This analysis yielded significant main effects for both program placement and sex. The EAP students scored significantly higher than the EH program students and the males scored higher than the females. There was no significant main effect for age nor were there any significant first- or second-order interaction effects among program placement, age, and sex.

TABLE 8
IMMATURITY
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	169.12	1	169.12	7.74**
Age (B)	1.03	1	1.03	0.05
Sex (C)	34.07	1	34.07	1.56
A X B	30.82	1	30.82	1.41
A X C	30.82	1	30.82	1.41
B X C	17.26	1	17.26	0.79
A X B X C	0.49	1	0.49	0.02
Error	1572.61	72	21.84	

*p<.05

**p<.01

TABLE 9
REPRESSION
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	42.87	1	42.87	6.21*
Age (B)	0.89	1	0.89	0.13
Sex (C)	2.28	1	2.28	0.33
A X B	0.10	1	0.10	0.01
A X C	0.14	1	0.14	0.02
B X C	0.19	1	0.19	0.03
A X B X C	15.40	1	15.40	2.23
Error	496.82	72	6.90	

*p<.05

**p<.01

TABLE 10
DENIAL
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	64.03	1	64.03	4.97*
Age (B)	1.26	1	1.26	0.10
Sex (C)	14.24	1	14.24	1.11
A X B	0.02	1	0.02	0.01
A X C	2.43	1	2.43	0.19
B X C	24.73	1	24.73	1.92
A X B X C	0.02	1	0.02	0.01
Error	927.45	72	12.88	

*p<.05

**p<.01

TABLE 11
ALIENATION
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	110.71	1	110.71	6.74*
Age (B)	0.15	1	0.15	0.01
Sex (C)	71.07	1	71.07	4.33*
A X B	61.90	1	61.90	3.77
A X C	1.66	1	1.66	0.10
B X C	22.77	1	22.77	1.39
A X B X C	17.54	1	17.54	1.07
Error	1182.32	72	16.42	

*p<.05

**p<.01

The Social Anxiety subscale analysis did not produce a significant main effect for program placement or for age. The ANOVA summary table is presented in Table 12. There was a significant main effect for sex with females scoring higher on this variable than males. However, there was also a significant first-order interaction effect between age and sex. A graph of the mean Social Anxiety scores for the age and sex variables collapsed across the program variable is presented in Figure 1. As shown in the figure, there was an apparent decline in social anxiety from the younger males to the older males while there is an increase in social anxiety from the younger females to the older females. Follow-up tests using Scheffe's Procedure indicated that the older females were significantly higher than the older males. The other differences were not statistically significant.

The ANOVA summary table for the Autism subscale is presented in Table 13. There were no significant main effects for the Autism subscale, but there was a significant first-order interaction effect between age and sex. A graph of the means for the age and sex variables collapsed across the program placement dichotomy is presented in Figure 2. The Autism scores show a decline from younger males to the older males. However, the Autism scores showed an increase from the younger females to the older females. Follow-up tests

TABLE 12
 SOCIAL ANXIETY
 ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	22.33	1	22.33	1.53
Age (B)	1.65	1	1.65	0.11
Sex (C)	150.42	1	150.42	10.29**
A X B	2.10	1	2.10	0.14
A X C	0.32	1	0.32	0.02
B X C	68.33	1	68.33	4.67*
A X B X C	0.83	1	0.83	0.06
Error	1052.66	72	14.62	

*p<.05

**p<.01

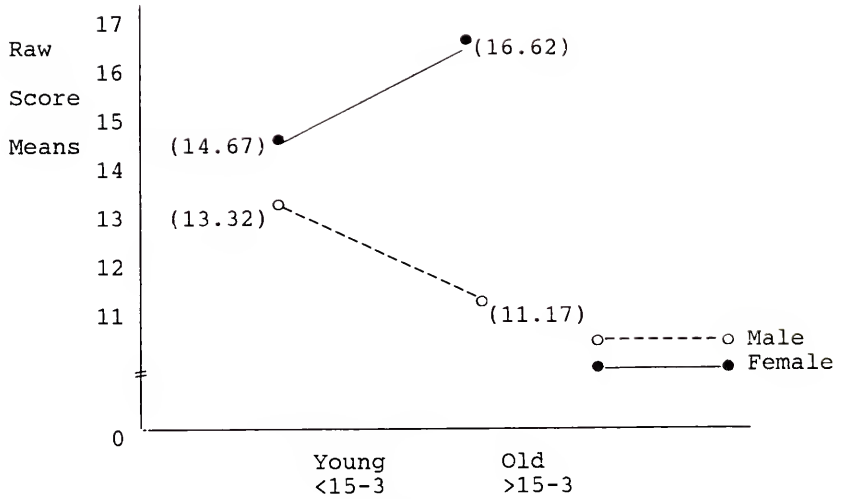


FIGURE 1
SOCIAL ANXIETY MEAN SCORES
FOR AGE X SEX

TABLE 13
 AUTISM
 ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	0.10	1	0.10	0.01
Age (B)	11.69	1	11.69	0.85
Sex (C)	44.30	1	44.30	3.21
A X B	0.36	1	0.36	0.03
A X C	11.78	1	11.78	0.85
B X C	87.86	1	87.86	6.37*
A X B X C	3.70	1	3.70	0.27
Error	992.60	72	13.79	

*p<.05

**p<.01

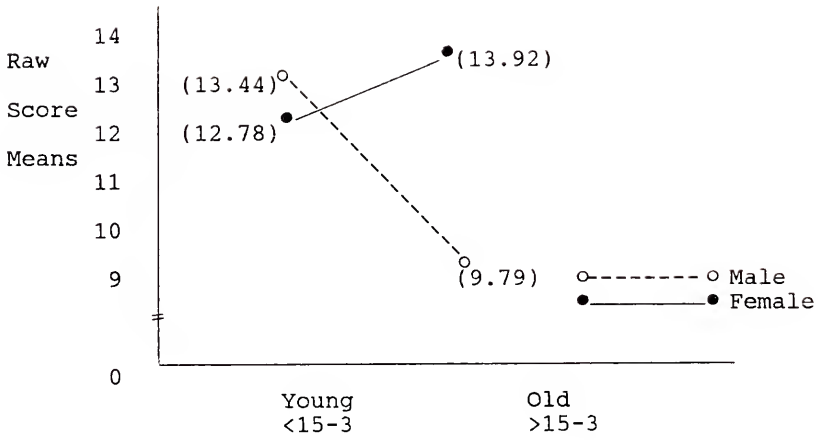


FIGURE 2

AUTISM MEAN SCORES FOR
AGE X SEX

revealed a statistically significant difference between younger males and older males, with the younger males scoring higher than the older males. A statistically significant difference was also found between the older males and the older females with older females scoring higher than older males. The differences between younger females and older females as well as between younger females and males of both age groupings were not significant. In addition, the difference between younger males and older females was not significant.

The results of the analysis using the Social Maladjustment subscale as the dependent variable are presented in Table 14. There were no significant main effects for program placement, age, or sex on the Social Maladjustment scale but there was a significant first-order interaction effect between age and sex on this measure. A graph of the means for age and sex collapsed across the program placement variable is presented in Figure 3. The mean score on the Social Maladjustment subscale declined from the younger males to the older males and increased from the younger females to the older females. However follow-up testing using Scheffe's Procedure did not reveal any statistically significant differences between the means when compared across the age and sex dichotomies.

Hypothesis 1 in Chapter I was that there would be no difference between the mean scores obtained by EAP

TABLE 14
 SOCIAL MALADJUSTMENT
 ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	21.91	1	21.91	0.46
Age (B)	1.34	1	1.34	0.03
Sex (C)	9.39	1	9.39	0.20
A X B	5.98	1	5.98	0.12
A X C	20.56	1	20.56	0.43
B X C	207.55	1	207.55	4.32*
A X B X C	3.46	1	3.46	0.07
Error	3459.93	72	48.05	

*p<.05

**p<.01

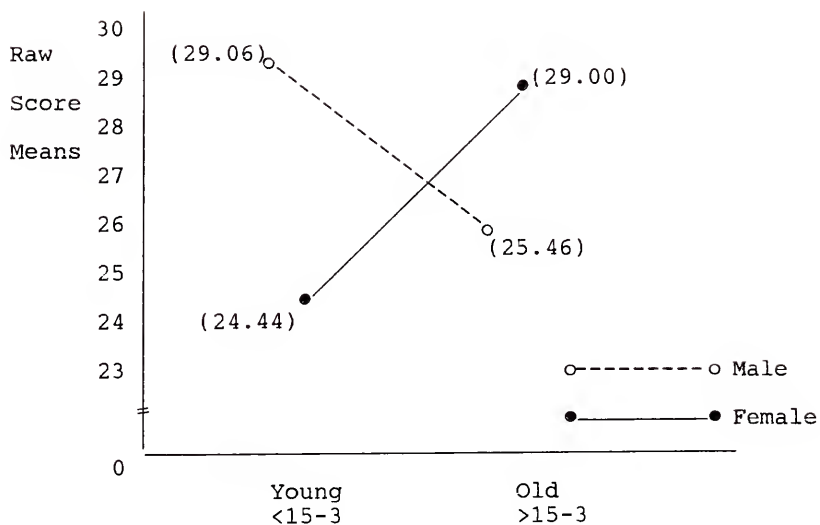


FIGURE 3

SOCIAL MALADJUSTMENT MEAN
SCORES FOR AGE X SEX

students and the EH program students on the Asocial Index of the JI and the subscales of the JI. There is insufficient evidence to reject this null hypothesis. The mean scores obtained by the EAP students on the Asocial Index, Values Orientation, Manifest Aggression, Withdrawal, Social Maladjustment, Autism, and Social Anxiety subscales were not significantly different from the scores of the EH program students on these subscales. The mean scores obtained by the EAP students were significantly different from the mean scores obtained by the EH program students on four of the subscales. The EAP students scored higher than the EH program students on the Alienation subscale. The EH program students scored higher than the EAP students on the Immaturity, Repression, and Denial subscales.

Hypothesis 4 was that there would be no difference between the scores obtained by the students in this study based on the age and sex of the students. It was further hypothesized that there would be no interaction effects based on age, sex, and/or program placement.

There is insufficient evidence to reject the null hypothesis that there would be no difference between the mean scores obtained by the younger students and the older students on the 11 subscales of the JI. There were no significant differences based on the age of the students on any of the JI subscales.

There is insufficient evidence to reject the null hypothesis that there would be no difference between the mean scores obtained by males and the mean scores obtained by females on the JI subscales. There were no significant differences based on the sex of the students on any of the subscales except Alienation and Social Anxiety. The males scored higher than the females on the Alienation subscale. Females scored significantly higher than males on the Social Anxiety subscale. However, there was also an interaction effect between age and sex on the Social Anxiety subscale, making a direct interpretation of the difference based on sex without consideration of the different age levels inappropriate for this subscale.

There is insufficient evidence to reject the null hypothesis that there would be no interaction between program placement and the age of the students. There were no significant interaction effects between program placement and the age of the students on any of the 11 subscales of the JI.

There is insufficient evidence to reject the null hypothesis that there would be no interaction between program placement and the sex of the students. There were no statistically significant interaction effects between program placement and the sex of the students on any of the 11 subscales of the JI.

There is insufficient evidence to reject the null hypothesis that there would be no interaction between the age and the sex of the students on the subscales of the JI. There were no significant interaction effects between the age of the students and the sex of the students on any of the subscales except the Social Anxiety, Autism, and Social Maladjustment subscales. The mean score obtained by males on the Social Anxiety subscale was higher for the younger students than it was for the older students while the mean scores obtained by the females on this measure was lower for the younger students than it was for the older students. The mean score obtained by the older females was significantly higher than the mean score obtained by the older males on the Social Anxiety subscale. The mean score obtained by the males on the Autism subscale was higher for the younger students than it was for the older students while the mean score obtained by the females on this measure was lower for the younger students than it was for the older students. The older males scored significantly lower than both the younger males and the older females on the Autism subscale. The mean score obtained by the males on the Social Maladjustment subscale was higher for the younger students than it was for the older students while the mean score obtained by the females was lower for the younger students than it was for the older students. However, these differences were not

statistically significant on the Social Maladjustment subscale.

There was insufficient evidence to reject the null hypothesis of no second-order (three-way) interaction among program placement, age, and sex. None of the 11 JI subscale analyses resulted in a significant second-order interaction effect.

Revised Behavior Problem Checklist

Presented in Table 15 and 16 are the ANOVA summary tables for the Socialized Aggression and Psychotic Behavior subscales of the RBPC, respectively. There were no significant differences between the mean scores obtained by the students in this study when compared across the program placement, age, and sex dichotomies. In addition, there were no significant first- or second-order interactions among program placement, age, and sex on these two subscales.

The results of the analyses using the Conduct Disorder and Motor Excess subscales as dependent variables are presented in Tables 17 and 18, respectively. There were no significant first- or second-order interaction effects nor were there any significant main effects for program placement or for age on these subscales. However, there were significant main effects for the sex of the students on both of these subscales. The mean scores obtained by the males in this study were significantly higher than the mean scores obtained by the

TABLE 15
SOCIALIZED AGGRESSION
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	72.47	1	72.47	1.88
Age (B)	19.10	1	19.10	0.50
Sex (C)	18.88	1	18.88	0.49
A X B	0.41	1	0.41	0.01
A X C	45.80	1	45.80	1.19
B X C	24.74	1	24.74	0.64
A X B X C	12.64	1	12.64	0.33
Error	2770.48	72	38.48	

TABLE 16
PSYCHOTIC BEHAVIOR
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	3.23	1	3.23	0.76
Age (B)	0.66	1	0.66	0.15
Sex (C)	2.86	1	2.86	0.67
A X B	2.94	1	2.94	0.69
A X C	5.82	1	5.82	1.36
B X C	0.01	1	0.01	0.01
A X B X C	0.19	1	0.19	0.04
Error	307.47	72	4.27	

TABLE 17

CONDUCT DISORDER
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	314.04	1	314.04	3.56
Age (B)	82.80	1	82.80	0.94
Sex (C)	392.05	1	392.05	4.44*
A X B	151.00	1	151.00	1.71
A X C	18.37	1	18.37	0.21
B X C	0.05	1	0.05	0.01
A X B X C	17.00	1	17.00	0.19
Error	6380.12	72	88.33	

*p<.05

**p<.01

TABLE 18

MOTOR EXCESS
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	9.23	1	9.23	1.58
Age (B)	6.14	1	6.14	1.05
Sex (C)	29.96	1	29.96	5.13*
A X B	11.20	1	11.20	1.92
A X C	2.44	1	2.44	0.42
B X C	1.70	1	1.70	0.29
A X B X C	0.01	1	0.01	0.01
Error	420.91	72	5.85	

*p<.05

**p<.01

females on both the Conduct Disorder and Motor Excess subscales of the RBPC.

Presented in Tables 19,20, and 21 are the ANOVA summary tables for the Attention Problem/Immaturity, Anxiety/Withdrawal, and Total Problem subscales from the RBPC, respectively. These tables indicate that there were no significant first- or second-order interaction effects nor was there a significant main effect for age on these three measures. There were significant main effects for both program placement and sex on each of these subscales. The mean scores obtained by the males in the study were higher than the mean scores obtained by the females in the study on the Attention Problem/Immaturity subscale, the Anxiety/Withdrawal subscale, and the Total Problem scale of the RBPC. In addition, the mean scores obtained by the EH program students were higher than the mean scores obtained by the EAP students on all three of these dependent variables.

Hypothesis 2 from Chapter 1 was that there would be no difference between the mean scores obtained by the EH program students and the mean scores obtained by the EAP students on the Total Problem score and the subscales of the RBPC. There is insufficient evidence to reject this hypothesis. The mean scores obtained by the EH program students were not significantly different from the mean scores obtained by the EAP students on the Conduct Disorder, Socialized Aggression, Psychotic Behavior, and

TABLE 19
ATTENTION PROBLEMS/IMMATURITY
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	242.19	1	242.19	6.59*
Age (B)	105.97	1	105.97	2.89
Sex (C)	451.70	1	451.70	12.30**
A X B	53.98	1	53.98	1.47
A X C	11.79	1	11.79	0.32
B X C	61.70	1	61.70	1.68
A X B X C	32.63	1	32.63	0.89
Error	2644.46	72	36.73	

*p<.05

**p<.01

TABLE 20
ANXIETY/WITHDRAWN
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	159.28	1	159.28	11.61**
Age (B)	3.18	1	3.18	0.23
Sex (C)	67.94	1	67.94	4.95*
A X B	0.11	1	0.11	0.01
A X C	1.56	1	1.56	0.11
B X C	40.95	1	40.95	2.98
A X B X C	15.73	1	15.73	1.15
Error	987.92	72	13.72	

*p<.05

**p<.01

TABLE 21
TOTAL PROBLEM (RBPC)
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	1783.03	1	1783.03	4.54*
Age (B)	831.41	1	831.41	2.12
Sex (C)	3697.16	1	3697.16	9.41**
A X B	658.38	1	658.38	1.68
A X C	296.24	1	296.24	0.75
B X C	431.96	1	431.96	1.10
A X B X C	312.49	1	312.49	0.80
Error	28281.85	1	392.80	

* $p < .05$

** $p < .01$

Motor Excess subscales of the RBPC. However, the EH program students did score higher than the EAP students on the Attention Problem/Immaturity subscale, the Anxiety/Withdrawal subscale, and the Total Problem scale of the RBPC.

Hypothesis 4 from Chapter 1 was that there would be no differences between the scores obtained by the students in this study based on the age and the sex of the students and no first- or second-order interaction effects based on program placement, age, and sex. There is insufficient evidence to reject the null hypothesis of no differences based on the age of the students. The mean scores obtained by the young students in this study were not significantly different from the mean scores obtained by the old students in the study on any of the seven RBPC subscales.

There is sufficient evidence to reject the null hypothesis of no difference between the scores of the males and the scores of the females on five of the seven RBPC subscales. The mean scores of the males were significantly higher than the mean scores of the females on the Conduct Disorder, Attention Problem/Immaturity, Anxiety/Withdrawal, Motor Excess, and the Total Problem scales of the RBPC. However, no significant differences were found on the Socialized Aggression and Psychotic Behavior subscales.

There was insufficient evidence to reject the null hypothesis of no first- or second-order interaction effects based on the program placement, age, and sex of the student. None of the dependent variables from the RBPC yielded a significant interaction effect.

Child Behavior Checklist-Teacher Report Form

Presented in Tables 22 and 23 are the ANOVA summary tables for the Internalizing and the Externalizing subscales of the CBC-TRF, respectively. These tables indicate that there were no significant main effects for program placement, age, or sex, nor were there any significant first- or second-order interaction effects among program placement, age, and sex on these two subscales.

Presented in Table 24 is the ANOVA summary table for the Total Problem score from the CBC-TRF. There were no significant first- or second-order interaction effects among program placement, age, and sex nor were there any significant main effects for program placement or for age on this scale. There was a significant main effect for the sex of the students on the Total Problem score of the CBC-TRF. The mean score obtained by the males in the study was significantly higher than the mean score obtained by the females in this study on the Total Problem score.

Hypothesis 3 from Chapter I was that there would be no significant differences between the scores obtained by the EH program students and the scores obtained by the

TABLE 22
INTERNALIZING
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	167.98	1	167.98	1.88
Age (B)	46.09	1	46.09	0.51
Sex (C)	272.56	1	272.56	3.04
A X B	28.23	1	28.23	0.32
A X C	64.81	1	64.81	0.72
B X C	34.52	1	34.52	0.39
A X B X C	26.96	1	26.96	0.30
Error	6445.86	72	89.53	

TABLE 23
EXTERNALIZING
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	254.96	1	254.96	3.73
Age (B)	144.67	1	144.67	2.11
Sex (C)	84.20	1	84.20	1.23
A X B	96.92	1	96.92	1.42
A X C	15.55	1	15.55	0.23
B X C	8.80	1	8.80	0.13
A X B X C	5.29	1	5.29	0.08
Error	4925.57	72	68.41	

TABLE 24
TOTAL PROBLEM (CBC-TRF)
ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Program (A)	2711.83	1	2711.83	3.33
Age (B)	1929.04	1	1929.04	2.37
Sex (C)	6099.22	1	6099.22	7.48**
A X B	1564.96	1	1564.96	1.92
A X C	53.25	1	53.25	0.07
B X C	219.33	1	219.33	0.27
A X B X C	192.51	1	192.51	0.24
Error	58713.98	72	815.47	

*p<.05

**p<.01

EAP students on the Total Problem score and the Internalizing and the Externalizing subscales of the CBC-TRF. There is insufficient evidence to reject the null hypothesis of no difference between the scores of the EH program students and the scores of the EAP students on the Total Problem, the Internalizing, and the Externalizing scales of the CBC-TRF. There were no significant differences between the EH program students' mean scores and the EAP students' mean scores on any of the dependent variables from the CBC-TRF.

Hypothesis 4 from Chapter I was that there would be no significant differences between the scores obtained by the students in this study based on the age and the sex of the students. Hypothesis 4 also stated that there would be no significant first- or second-order interaction effects among program placement, age, and sex.

There is insufficient evidence to reject the null hypothesis of no differences based on the age of the students. The mean scores obtained by the young students were not significantly different from the mean scores obtained by the old students on the Internalizing, Externalizing, or Total Problem Score from the CBC-TRF.

There is insufficient evidence to reject the null hypothesis of no differences in the scores obtained by the males and the scores obtained by the females on the CBC-TRF. The mean scores obtained by the males were not significantly different from the mean scores obtained by

the females on the Internalizing and Externalizing subscales. However, the males did score significantly higher than the females on the Total Problem score from the CBC-TRF.

There is insufficient evidence to reject the null hypothesis of no first- or second-order interaction effects among program placement, age, and sex. None of the scores from the CBC-TRF resulted in significant first- or second-order interaction effects.

CHAPTER V

DISCUSSION

Summary

The educational alternative program was established in 1978 by the Florida Legislature to serve students who are disruptive, disinterested, or unmotivated and to serve a different population of students from that being served in the emotionally handicapped program. In view of the relative recency of the development of the educational alternative program and the lack of research conducted with this group of students, it became necessary to determine if this group differed from emotionally handicapped students and to determine some of the distinguishing characteristics. The purpose of this study was to investigate the emotional and behavioral characteristics of students participating in the emotionally handicapped program and the educational alternative program.

Forty students were randomly selected from the Marion County school system's middle and high school emotionally handicapped program classes and 40 students were selected at random from the Marion County school

system's middle and high school educational alternative program. In view of previous research findings of behavioral differences based on age and sex, the subjects were further subdivided with age and sex forming two additional independent variables. The mean age of the students in the sample was 15 years and 3 months. Those students equal to or above that mean were designated as the older group while those students below that mean were designated as the younger group. The dependent variables were analyzed in a 2X2X2 factorial design, with program placement, age, and sex forming three dichotomous independent variables.

The dependent variables in the study were the scales and subscales of the Jesness Inventory (JI), the Revised Behavior Problem Checklist (RBPC), and the Child Behavior Checklist-Teacher Report Form (CBC-TRF). There were 21 different scales or subscales. The JI was administered to the students at their respective school sites in groups of six or less by a school psychologist or school counselor. The RBPC and the CBC-TRF were completed by the students' teachers, with all teachers completing both checklists for their respective students.

Hypothesis 1 was that there would be no difference ($p < .05$) between the mean scores obtained by the EAP students and the mean scores obtained by the EH program students on the 11 subscales from the JI. Hypothesis 2 was that there would be no difference between the mean

scores obtained by the EAP students and the mean scores obtained by the EH program students on the seven subscales from the RBPC. Hypothesis 3 was that there would be no difference between the mean scores obtained by the EAP students and the mean scores obtained by the EH program students on the three scales from the CBC-TRF. Hypothesis 4 was that there would be no differences between the scores obtained by the students in this study on the three instruments based on the age or sex of the students and that there would be no first- or second-order interaction effects based on program placement, age, and sex.

Discussion of Results

Fourteen of the 21 dependent variables employed in this study resulted in no significant differences ($p < .05$) being found between the EAP students and the EH program students. As noted in Chapter I, the definitions of the educational alternative program and the emotionally handicapped program show considerable overlap, and the behavioral manifestations of the students participating in these programs are often similar. The review of the literature also indicated that the behavioral manifestations of socially maladjusted students and emotionally handicapped students may be similar or may overlap but are usually attributable to different causative factors (Kirk, 1972; Pate, 1963; Raiser & VanNagel, 1980).

The subscales from the JI which did not result in significant differences between the EAP students and the EH program students were the Asocial Index, Social Maladjustment, Values Orientation, Autism, Manifest Aggression, Withdrawal, and Social Anxiety. The subscales from the RBPC that resulted in no significant differences based on program placement were Conduct Disorder, Socialized Aggression, Psychotic Behavior, and Motor Excess. The three scales from the CBC-TRF which were used in this study were Internalizing, Externalizing, and Total Problem. None of these scales from the CBC-TRF resulted in significant differences based on program placement.

Seven of the subscales resulted in significant differences between the EAP students and the EH program students. These subscales were Immaturity, Alienation, Repression, and Denial from the JI and Attention Problems/Immaturity, Anxiety/Withdrawal, and Total Problem from the RBPC.

Jesness (1972) defined the Immaturity subscales as reflecting the tendency to display attitudes and behaviors which are characteristic of persons younger than the respondent. He reported that Alienation reflects a tendency to distrust or feel estrangement from others, especially authority figures. Repression was described as a tendency to exclude from awareness feelings or emotions which would normally be expected.

Denial was described by Jesness as a reluctance to acknowledge unpleasant events or circumstances.

Quay and Peterson (1983) defined the Attention Problem/Immaturity subscales as reflecting a tendency to lack concentration and perseverance and to respond impulsively. The Anxiety/Withdrawal subscale was defined as an internalizing dimension characterized by anxiety, depression, fear of failure, social inferiority, and self-concern. The Total Problem scale was the total weighted score of all problems identified.

The EH program students scored higher than the EAP students on six of these subscales while the EAP students scored higher than the EH program students only on the Alienation subscale. These results indicate that the EH program students tended to be more immature, impulsive, anxious, and withdrawn and they tended to deny or repress negative experiences or feelings while the EAP students tended to be more alienated from others, especially from authority figures. It is significant to point out that, while the EH program students' scores were higher on some of the subscales which reflect the internalizing dimension, the EAP students did not score higher on any of the subscales except Alienation.

Previous research indicated that socially maladjusted students tend to display behaviors which cluster around the externalizing dimension while emotionally

handicapped students tend to display behaviors which cluster around the internalizing dimension (Epstein, Kauffman, & Cullinan, 1985). This study indicated that the EAP students did not exceed the EH students on most of the scales which reflect externalizing. These results may be due to inclusion of unmotivated and disinterested students as well as disruptive students in the educational alternative program.

The present findings that EAP students do not exceed EH program students on the externalizing scales are congruent with the findings of previous researchers who identified a positive relationship between internalizing and externalizing behaviors (Achenbach & Edelbrock, 1986; Norvell & Towle, 1986; Miller, 1980). Students who score higher on internalizing scales also tend to have relatively high scores on externalizing scales. Therefore, the EH students who scored higher on some of the internalizing scales also had correspondingly high scores on the externalizing scales. In addition, teachers tend to notice and to rate externalizing behaviors more readily than internalizing behaviors (Algozzine, 1980; Epstein, Kauffman, & Cullinan, 1985). Therefore, the "disturbing" or externalizing behaviors exhibited by the EH program students may have been rated more frequently than their "disturbed" or internalizing behaviors, making

any differences between EAP students and EH program students less distinct.

The Internalizing scale, the Externalizing scale, and the Total Problem scale from the CBC-TRF did not discriminate between the EH program students and the EAP students. The results from the other scales used in this study suggest that the behaviors exhibited by the EH program students were not exclusively internalizing, and the behaviors exhibited by the EAP students were not exclusively externalizing. The differences between these two groups of students appeared to be more finite or less distinct than was measurable by these more global scales.

Previous researchers (Garber, 1984; Mumpower, 1970) have found that males tend to exhibit more behavior problems than females. It has also been shown that the problems exhibited by males tend to cluster around the externalizing dimensions while the problems exhibited by females tend to cluster around the internalizing dimensions (Achenbach & Edelbrock, 1981; Cullinan, Epstein, & Kauffman, 1984; Quay, 1979). Seven of the subscales used in this study resulted in significant differences based on the sex of the students. On all seven of these subscales the males scored significantly higher than the females. These subscales were Conduct Disorder, Motor Excess, Attention Problems/Immaturity, Anxiety/Withdrawal, and Total Problem score from the RBPC. Males

also exceeded females on the Alienation subscale from the JI and on the Total Problem score from the CBC-TRF.

These results are consistent with previous research findings in that males are viewed by their teachers as exhibiting more overall or total problems than females and exceeding females on the Conduct Disorder subscale which reflects aggression, noncompliant, acting-out behaviors (Quay & Peterson, 1983). Males also exhibit more gross-motor movements, have more attention problems, and are more alienated than females.

An unexpected finding of this study was that the males were viewed by their teachers as exhibiting more anxious and withdrawal problems than females. While these results are not consistent with some previous studies (Achenbach & Edelbrock, 1981; Cullinan, Epstein, & Kauffman 1984), Epstein, Kauffman, and Cullinan (1985) pointed out a distinction between males and females within the areas of anxiety and withdrawal. Males tended to display more overt social incompetence while females tended to display more covert hopelessness and depression. Algozine (1980) found that teachers tended to rate overt problems more readily than covert problems.

None of the dependent variables in this study resulted in significant differences that were attributable primarily to the age of the students. These results are in contrast to the findings of some previous

studies (Achenbach & Edelbrock, 1979, 1981; Cullinan, Epstein, & Kauffman, 1984; Epstein, Kauffman, & Cullinan, 1985) which showed considerable age differences. However, the age ranges reported in those studies were broader than the age range in this study and involved comparisons of elementary school students with middle and/or high school students. In this study younger adolescents were compared with older adolescents in the middle and high school grades and no significant differences were found within this more homogeneous age range. These results are similar to the results obtained by Cullinan, Epstein, Cole, and Dembinski (1985). They found no behavioral differences among a group of handicapped females whose ages ranged from 6 to 19 years.

While there were no differences between the students in this study which were attributable primarily to age, there were some first-order interaction effects between age and sex on three of the subscales from the JI. These subscales were Social Anxiety, Autism, and Social Maladjustment. Jesness (1972) defined the Social Anxiety subscale as reflecting an emotional discomfort in getting along with people. Autism refers to "a tendency, in thinking and perceiving, to distort reality according to one's personal desires or needs" (p.4). Social Maladjustment reflects "attitudes associated with inadequate or disturbed socialization" (p.3).

On the Social Anxiety subscale, the females in the study scored higher than the males, suggesting that they experienced a greater degree of emotional discomfort in interpersonal relationships than that experienced by the males. However, the interaction of age with sex on this measure makes it necessary to consider age levels as well. The difference between the young males and the young females on this measure was not significant. But the females showed an increase from the younger group to the older group while the males showed a decrease from the younger group to the older group. The older females showed significantly more social anxiety than the older males. These results appear to contrast with the results from the Anxiety/Withdrawn subscale from the RBPC on which males scored higher than females across both age levels. A review of the items comprising these two subscales indicates that the Anxiety/Withdrawn subscale items center around intrapersonal anxiety and concerns while the Social Anxiety subscale items center around interpersonal anxiety. It would appear from these results that the older females in this study experienced more anxiety regarding their relationships with others while the males appeared to be less anxious regarding interpersonal relationships, perhaps due to their higher degree of alienation and more concern with intrapersonal anxiety.

The Autism subscale also resulted in an interaction between the age and the sex of the students. The older females and the younger males were higher on this measure than were the older males. These results indicate that the older males in this study were less likely to rely on distortion of reality to satisfy needs than were the younger males or the older females. The differences between the younger females and the other three groups were not significant. This tendency to rely on distortion of reality may be related to the greater degree of alienation among males combined with a lesser degree of social anxiety displayed by the older males.

On the Social Maladjustment subscales the males showed a decrease from the younger age group to the older age group while the females showed an increase from the younger age group to the older age group. The Social Maladjustment subscale reflects an externalizing dimension, and previous research (Cullinan, Epstein, & Kauffman, 1984) has indicated that externalizing behaviors are more frequently associated with males than with females. These results indicate that among EAP and EH program students social maladjustment was related both to the age and the sex of the students. In addition, the previous research was based on observation instruments; whereas, these results are based on the JI which is a self-report instrument. However,

when these four groups were compared in follow-up tests, the differences between the four groups were not significant.

Conclusions

Fourteen of the 21 scales and subscales used in this study did not result in statistically significant differences ($p < .05$) between the EH program students and the EAP students. The responses of the EH program students were not significantly different from the responses of the EAP students on the Asocial Index, Values Orientation, Manifest Aggression, Withdrawal, Social Maladjustment, Autism, and Social Anxiety from the JI. In addition, there were no differences between the EH program students and the EAP students on Socialized Aggression, Psychotic Behavior, Conduct Disorder, and Motor Excess from the RBPC and on the Internalizing, Externalizing, and Total Problem scale from the CBC-TRF. These results indicate that the emotional and behavioral characteristics exhibited by these two groups are similar with the similarities being particularly evident on most of the subscales which represent the externalizing dimensions. Both of these groups of students tended to act out and display behaviors which can be termed disturbing.

Significant differences were demonstrated between these two groups of students on some of the subscales representing the internalizing dimensions. The EH

program students tended to be more immature than the EAP students, they tended to be more anxious and withdrawn, and they tended to use repression and denial as coping mechanisms; whereas, the EAP students tended to be more alienated. The EH students also tended to display more total or overall problems than did the EAP students.

Among the EH program students and the EAP students, males were perceived as displaying more total problems than females. The males tended to be more alienated and immature. Males also tended to display more conduct problems, attention problems, and excess motor movements than females. Males were also perceived by their teachers to display more intrapersonal anxiety and withdrawal tendencies than females.

Interpersonal, or social anxiety, on the other hand, appeared to be related to age as well as sex. The females in this study tended to show an increase in social anxiety as they increased in age while the males tended to show a decrease. A similar relationship occurs on the Autism scale which reflects a tendency to distort reality. The males tended to decrease on this measure from the younger group to the older group while the females tended to increase.

Implications and Recommendations

The emotionally handicapped program and the educational alternative program are designed to serve

students who have not been successful within mainstream education classes due to emotional or behavioral problems. The EH program is primarily designed to serve those students with emotional difficulties who have been described as displaying personality disorders (Baker & Stulken, 1938), internalizing behaviors (Achenbach & Edelbrock, 1979), and anxious or withdrawn behaviors (Quay, 1979). Socially maladjusted students are excluded from participating in EH programs unless they are also found to be emotionally disturbed.

The educational alternative program is designed to serve students who are not functioning well within mainstream education classes due to disruptive behavior, disinterest, or lack of motivation. It was designed to serve the same types of students who were previously classified as socially maladjusted. Socially maladjusted students have been described as exhibiting conduct disorders (Baker & Stulken, 1938; Quay, 1979) or externalizing behaviors (Achenbach & Edelbrock, 1979).

The results of this study indicate that the EAP students do not display more externalizing behaviors than do the EH program students but, they do tend to be more alienated or to be more estranged from others, especially authority figures. The EH program students display more internalizing behaviors than do the EAP students. Specifically, they tend to be more anxious and withdrawn, have more attention problems, are more

immature, and tend to use repression and denial as coping mechanisms. In addition, since they exhibit more internalizing problems, they are viewed by their teachers as being more problematic in that they exhibit more total problems as measured by the RBPC.

Both of these groups of students, by definition, have exhibited problems which have interfered with their ability to function in mainstream classes. However, these results suggest that the two groups cannot be distinguished solely on the basis of the degree to which they exhibit problems associated with acting out, or the externalizing dimension. Both groups of students may exhibit externalizing problems. These results are consistent with the description offered by Kirk (1972) and Graubard (1973). The outward manifestations of these two groups may be similar, but the distinguishing characteristics are in the degree to which the students are alienated from others and the degree to which they exhibit some of the behaviors associated with the internalizing dimension. The EH program students are less alienated from authority figures, and their externalizing behaviors may be exacerbated by their tendency to be more anxious, withdrawn, and immature than the EAP students.

The primary implication of these results is that efforts to differentiate EH program students from EAP students will have to focus upon the identification of

problems associated with the internalizing dimension as opposed to the externalizing dimension. Efforts should also be made to assess the degree of exhibited or perceived alienation of the student. While the presence of externalizing behaviors would not discriminate between these two types of students, the presence of behaviors associated with the internalizing dimension would be an indication that a student more closely resembles the EH program students.

A further implication of these results is that, while these two groups are similar, the main differences found indicate a need for continued differential placement and programming. The EAP students are more alienated than the EH program students and the EH program students have more problems associated with the internalizing dimension. Due to the higher degree of alienation displayed by the EAP students, it would be harder to establish a positive relationship with them. Therefore, efforts to modify their inappropriate behaviors will have to focus on externally imposed consequences. The EH program students have problems associated with immaturity, repression, denial, and anxiety/withdrawal but are less alienated than the EAP students. This would suggest that the EH program students would be more likely to be able to establish a positive relationship with an authority figure which could be used as the basis for affective

instruction designed to improve behavior and, eventually, to internalize self-control.

The sex differences found in this study are consistent with the findings of previous studies (Garber, 1984; Mumpower, 1970; Peterson, 1961) in that males exhibited more problems than females, and they exhibited more acting out or conduct problems than did the females. The additional finding of this study that males are viewed by their teachers as being more anxious and withdrawn than the females is not consistent with previous research and is not consistent with an additional finding of this study that older females display more social anxiety than older males. A review of the items comprising these subscales suggests that the Anxiety/Withdrawn subscale of the RBPC is measuring intrapersonal anxiety while the Social Anxiety subscale of the JI is measuring interpersonal anxiety. These two subscales may be measuring two different dimensions of anxiety and including withdrawal into only one of them. Previous research (Achenbach & Edelbrock, 1979) found that withdrawal among adolescent males involved destructive and aggressive acts while withdrawal among adolescent females involved depression. It would appear that further investigation into the areas of anxiety, withdrawal, and social anxiety as they relate to the sex of adolescents with behavior problems is warranted.

No differences were found in this study which were attributable primarily to the age of the students. Cullinan, Epstein, Cole, and Dembinski (1985) also found no age differences among a group of behavior-disordered girls ranging in age from elementary level to high school level. But previous authors conducted research with males and females combined (Achenbach & Edelbrock, 1979; Epstein, Kauffman, & Cullinan, 1985) and found significant differences based on the ages of the students. These authors used different age groupings which resulted in different findings from the present study. Further research appears to be warranted in an effort to more clearly delineate the emotional and behavioral characteristics of students as they relate to age.

Limitations and Generalizability

The results of this study should be interpreted with the following limitations in mind. The students in this sample came from two populations which by definition are atypical of students in general. They had displayed emotional or behavioral problems which interfered with their ability to function adequately within regular mainstream education classes. These results should not be generalized to students in regular education programs.

Another limitation is imposed by both the age range of these students and the grade placement of these

students. The students in this sample ranged in age from 12 years to 20 years and ranged in grade placement from sixth-grade to twelfth-grade. Generalizability to students younger or older than the students in this sample or to students in different grade placements has not been established.

The two programs from which the students in this study were selected had more males who participated than females. The random sampling procedure used resulted in fewer females being selected than males and was representative of the sex ratios in both the emotionally handicapped program and the educational alternative program. However, the lesser percentage of females than males in this study may have served to mask or to accentuate any sex differences. It is suggested that the sex differences found in this study be viewed as tentative pending replication with a more balanced design.

The students in this study were placed into either the emotionally handicapped program or the educational alternative program based on definitions and eligibility criteria which were established by Florida's State Board of Education. Generalizability to students who participate in programs for students with emotional and behavioral problems in other states would necessarily depend on their degree of similarity to the programs in the State of Florida.

In addition, the students in this study came from the Marion County school system's emotionally handicapped program and educational alternative program. Both of these programs have been established in accordance with the rules and procedures mandated by Florida's State Board of Education and have been determined to be in compliance with those rules and procedures. The generalizability of the results of this study to students in emotionally handicapped programs and educational alternative programs in other school districts in Florida will depend upon the degree to which those programs comply with the Florida State Board of Education rules.

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BIOGRAPHICAL SKETCH

James Robert (Jim) Huckleba, Jr. was born in Anniston, Alabama, on May 19, 1951, and moved with his family to Alachua County, Florida, in 1959. He attended Gainesville High School and graduated in 1969.

In December of 1969, Jim married his high school sweetheart, Rosemary Ethridge, who has continued to support him through many years of educational pursuit. Jim enlisted in the United States Air Force in 1971 and was subsequently stationed in California. While in the Air Force, he attended Victor Valley Community College and entered the University of Florida upon his discharge in 1975.

Jim received a Bachelor of Arts degree in education with high honors from the University of Florida in August of 1977, having majored in secondary education and psychology. He entered graduate training in the Department of Counselor Education, University of Florida, in September of 1977. While attending graduate school, he served as the chairperson of the Counselor Education Student Association and as the student representative to the faculty.

From 1978 until 1979, Jim worked at the North Florida Evaluation and Treatment Center as a treatment and rehabilitation specialist. His duties included the development and implementation of treatment programs for psychotic sex offenders and behavior-disordered residents.

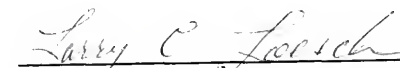
Jim graduated from the University of Florida in August of 1979 with a Master's degree and a Specialist degree in school psychology. Currently licensed and certified, he has worked as a school psychologist in Marion County, Florida, public schools while pursuing the degree of Doctor of Philosophy at the University of Florida.

Jim is a member of the National Association of School Psychologists and the Florida Association of School Psychologists. He currently lives in Ocala, Florida, with his wife, Rosemary, his 16-year-old daughter, Michelle, and his 7-year-old son, Ryan.

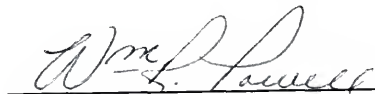
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Donald L. Avila, Chairman
Professor of Foundations of Education

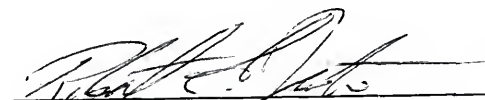
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This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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